Annual Highlights

- ILLiad requests increased by 25.5% from last year (primarily journal articles)
- Overall turnaround time for ILLiad requests was again reduced from 4.32 (16-17) to 4.26 days
- Overall, the Chatham community requested 12.7% more items from other libraries than in the previous year
- Total items checked out decreased by 9.6%
- An exhibit Nature & Nurture: the Rachel Carson Legacy in Pittsburgh, was mounted at the Heinz Hall for the Performing Arts in the spring of 2017 to focus on the connection between Chatham and Rachel Carson by Archives & Special Collections
- The number of hours that group study rooms were reserved decreased 10.4%
- The number of reference questions increased by 12%, research consultations up 5%, and IM and email reference rose by 9.8%
- We reached over 900 students in 54 library instruction sessions – up from last year
- In recognition of President Finegold’s inauguration, Archives & Special Collections created an exhibit: “Chatham Leadership: A Presidential Timeline”
- Pop-Up Libraries were initiated – meeting students at Anderson Dining Hall and Eastside
- Archives & Special Collections reference questions saw an increase of 61%

This year saw our new integrated library system, Koha, tested, tweaked and fine-tuned. This was a project involving the library staff, our users and the ByWater staff who provide the support for Koha. The flexibility and robustness of the system as well as the responsiveness of the ByWater staff confirmed we made an excellent choice.

In addition, by August we were finally fully staffed. Jocelyn Codner, Reference and Outreach Librarian, hit the ground running and the results of her work were immediate. We were also gratified to see an increase in all aspects of Reference and Instruction and hope that trend continues.

User Services

Reference
- Prepared by Jocelyn Codner, Reference and Outreach Librarian

“You guys ROCK! You guys are always teaching me something new and cool. Thanks again!”
~ IM from a graduate student

“This is amazing, thank you so much. No librarian has ever sat down and gone over things this closely with me before.”
~ Email from graduate student

“This is amazing! You’ve helped me so much! I’m so happy you were here to help me with this information!”
~ In person from a faculty member

“Thanks for your help. I am making some progress and have been able to print the abstracts! You’re the best!”
~ Email from a DNP student

Reference services are the principal methods used to reach and serve our users. We assist users in person at the reference desk, by phone, by text message, by email, and through an instant message.
service available on the library’s website. Librarians answer research questions across the broad spectrum of Chatham’s curriculum—from an First Year level question to a PhD. Recognizing that it is impossible to have both broad and deep knowledge across the many subjects, we have developed a robust liaison program. This links a librarian with each department and program and allows the librarian to master the resources needed for in-depth research needs.

This year we initiated a few Pop-Up Libraries where librarians brought books for borrowing and answered a variety of questions at locations outside the library building. This was possible as our Koha system is web based so books could be checked out anywhere.

Questions answered by librarians in their offices or elsewhere are also included. We strongly suspect that reference interactions occur in other places and are looking at ways to capture that interaction in the next academic year. Reference questions and research consultations pertaining to Archives & Special Collections are reported in a separate section of this report and are not included in the numbers below.

The number of reference questions increased by 12% from the 2016-17 year (1,390 questions) to the 2017-18 year (1,559 reference questions). Potential reasons for this could be the JKM Library’s increased focus on outreach and the general increase in student population over the past few years. Larger classes are approaching points in their programs where major research projects are required, prompting heavier use of the library’s reference services.

The following graph shows the number of reference questions asked each year for the years we have data.

**Number of Reference Questions Answered Per Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-'05</td>
<td>1581</td>
</tr>
<tr>
<td>05-'06</td>
<td>1891</td>
</tr>
<tr>
<td>06-'07</td>
<td>2127</td>
</tr>
<tr>
<td>07-'08</td>
<td>2346</td>
</tr>
<tr>
<td>08-'09</td>
<td>2179</td>
</tr>
<tr>
<td>09-'10</td>
<td>2215</td>
</tr>
<tr>
<td>10-'11</td>
<td>2201</td>
</tr>
<tr>
<td>11-'12</td>
<td>2056</td>
</tr>
<tr>
<td>12-'13</td>
<td>1775</td>
</tr>
<tr>
<td>13-'14</td>
<td>1563</td>
</tr>
<tr>
<td>14-'15</td>
<td>1390</td>
</tr>
<tr>
<td>15-'16</td>
<td>1559</td>
</tr>
</tbody>
</table>

**Instant Message, Email, and SMS Reference Service**

Use of the instant message (IM) and email reference services increased by 9.8% from the 2016-17 year (337 questions) to the 2017-18 year (370 questions). Our text messaging service sees little use, decreasing from 13 text messages in 2016-17 to 11 text messages in 2017-18. However, since the service is staffed through the same mechanism as our IM reference service, it provides yet another way for patrons to reach us with no additional difficulty for staff.

**Research Consultations**

Research consultations are defined as appointments or meetings with students, faculty, or staff that last fifteen minutes or more. The number of consultations helps provide a sense of how often librarians are assisting patrons with more in-depth questions. Research consultations were up 5% from the previous
The average length of a consultation continues at its highest since the 2013-14 academic year reflecting the continuing complexity of these reference questions.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Consultations</th>
<th>Total Hours Spent in Consultation</th>
<th>Average Length of Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>306</td>
<td>144.19</td>
<td>28 minutes</td>
</tr>
<tr>
<td>2016-17</td>
<td>290</td>
<td>133.7</td>
<td>28 minutes</td>
</tr>
<tr>
<td>2015-16</td>
<td>369</td>
<td>162.6</td>
<td>26 minutes</td>
</tr>
<tr>
<td>2014-15</td>
<td>389</td>
<td>165.0</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2013-14</td>
<td>285</td>
<td>138.0</td>
<td>29 minutes</td>
</tr>
</tbody>
</table>

**Personal Librarian Program**

Our Personal Librarian Program continued during the 2017-2018 academic year. Incoming undergraduate and transfer students are paired with one of the JKM Library’s two Reference Librarians and receive letters in early August announcing the program and introducing each student to his or her personal librarian. Throughout the students’ first three semesters at Chatham, the personal librarians send periodic emails about library resources and services. The goal of this program is to increase student familiarity with and use of the library and its many resources. While feedback has not been collected formally, informal feedback and student anecdotes have been positive.

**Instruction**

Prepared by Dana Mastroianni, Reference and Electronic Resources Librarian and Jocelyn Codner, Reference and Outreach Librarian

A total of 54 instruction sessions reaching 907 students were taught during the 2017-2018 academic year. Of those sessions, 15 were for graduate classes, 37 were for undergraduate classes and two were targeted staff workshops. Course related instruction covers a breadth of subjects; library sessions were taught for business, political science, history, film/digital technology, social work, food studies, occupational therapy, psychology, biology and English language learner classes. The two staff workshops entitled “We’re Your Library Too” were marketed to staff and focused on library resources and services which administrative staff would find helpful. We were pleased to see this year’s increase in sessions (54) from last year’s (49) and hope the trend continues.

**First Year Instruction**

Continuing the same format of the past three years, First Year Instruction continued with librarian involvement in ENG105. All students in ENG 105 worked through modules that discussed focusing a topic, concept mapping, finding books, database searching, and database tools and limiters. Students also completed two quizzes based on the module content. In a departure from the past three years of common content, each ENG 105 section presented different subject material, requiring more preparation for the librarian visit, however all sections still used common assignments. A research report and annotated bibliography assignment was tied to module completion and library instruction this year.

In assessing student comprehension and learning from the modules, the two quizzes had similar completion rates. Out of 245 enrolled students, Quiz 1 had 215 completed attempts and Quiz 2 had 213 completed attempts. Interestingly, there were 42 reattempts in Quiz 1, all which resulted in 10/10 points. Quiz 2 did not have any reattempts. Correct response rates for each question in both quizzes largely mirrored results from 2016. In Quiz 1, question 1 concerning resources to use to best focus a topic, had a 100% correct response rate as it did in 2016. The majority of students also responded correctly to question 2 which required students to choose the best example of a focused question, as well as question 3, concerning identifying reference resources. Quiz 2, question 1, concerning search strategy, saw a slightly decreased correct response rate, with the majority of students choosing only one correct answer instead of the two correct answers. Question 2, addressing database limiters, and question 3 addressing search string formulation, were answered correctly by most students. Questions 2 and 3 in Quiz 2 were answered correctly by the majority of students. Although there have been some changes in the content of
the ENG105 classes, the overall structure seems likely to stay in place. The upcoming AY 2018-2019 will be the fourth year of employing the modules in ENG105, and likely a good time to revisit module content and structure.

Instruction Assessment

Since 2012, the same instruction assessment survey has been administered to students after a course-specific instruction session. Although useful in some respects, librarians felt a new assessment survey could illuminate more of what students actually learn during sessions as well as knowledge and comfort level with their assignments. Due to staff turnover during the spring and summer of 2017, implementing a new assessment tool was delayed and the consensus among librarians was that the current survey could be used during the Fall 2017 semester while developing a new survey to pilot in the Spring 2018 semester, thus analysis of two assessments follows.

In the fall semester, 182 students responded to the survey that has been administered since 2012. Although this is a decrease from 2016-2017, since the survey would be phasing out, and the survey data has remained consistent throughout its administration, having fewer students surveyed would not make a large impact on data collection.

The survey asked students to indicate the extent to which they agreed or disagreed with 6 statements. The results follow.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content presented will be useful for my course &amp; assignments.</td>
<td>76.9%</td>
<td>22.5%</td>
<td>.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Too much information was presented.</td>
<td>2%</td>
<td>6%</td>
<td>23%</td>
<td>51.6%</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>The date of the session in the term worked for me.</td>
<td>62%</td>
<td>32.9%</td>
<td>2.2%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>62%</td>
<td>30.7%</td>
<td>5%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The material presented was not new to me.</td>
<td>13.7%</td>
<td>19.7%</td>
<td>28%</td>
<td>38.4%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>As a result of the session, I will employ new techniques when searching for information and/or completing assignments.</td>
<td>56.5%</td>
<td>36.8%</td>
<td>6.04%</td>
<td>.5%</td>
<td></td>
</tr>
</tbody>
</table>

Following the trend of previous year’s surveys, most students agree or strongly agree that the content is useful, the date of the session worked well, the librarian encouraged student participation, and that they will use new techniques learned during the session. For reverse coded questions 2 and 5, results remain consistent with the previous year. For question 2, most students disagreed or were neutral about the amount of information presented, with only 2% and 6% agreeing or strongly agreeing that too much information was presented. For question 5, while majority of students disagreed that the material was not new to them, a significant percentage agreed or strongly agreed that the material was not new. As has been noted in previous years, this type of mixed data presents a quandary for librarians in instruction preparation. Since the majority of library sessions are one shots, with most spanning 50 to 75 minutes across a variety of classes, it is difficult for librarians to assume any prior knowledge of library resources and services by students or how much, if any, library instruction they may have already experienced.
With all of this information in mind, teaching librarians developed a new survey to pilot with course based instruction in the spring 2018 semester. While reviewing literature on one shot instruction, it quickly became clear that several institutions have taken the same broad approach in assessing course based instruction. Since institutions need assessments to be comparable, but the nature of one shot sessions across disciplines preclude question specificity, many academic libraries ask similarly broad questions about content usefulness and generally, whether or not students will apply what they have learned in the session. However, one assessment combined more specific questions regarding student learning, as well as questions regarding student understanding of the assignment, confidence in ability to complete the assignment, and resources available to complete the assignment among others. A pre- and post-survey containing most of the same questions was administered to students before and after the instruction session. Since both surveys are longer than the previous 6 question assessment, librarians were encouraged to contact faculty for assistance in administering the survey before and after the instruction session as to not take away instruction time from the librarian. Both surveys included 11 questions, excluding a comments section and identification of course and professor names. Questions were in multiple choice and Likert scale format, which demanded more student attention than the prior survey. Librarians were pleasantly surprised at the completion rate of both the pre- and post-surveys, with both surveys having a complete response rate with added, voluntary comments.

The pre-survey was completed by 103 students and the post survey by 67 students. The discrepancy between the two makes a completely accurate comparison difficult. The complete survey results can be found in Appendix A.

While this new instruction assessment provided librarians with more information on student perceptions regarding their knowledge of assignments, confidence in assignment completion, and likelihood of asking for assistance, additional information on what students learn from library instruction is needed. A review of the literature points to assessments of single, or one-shot, instruction sessions as extremely general since one tool cannot account for learning outcomes across various subjects. While instruction assessment is needed, the challenges of formulating an effective tool may be pointing librarians to perform assessment when multiple instruction sessions for individual classes are taught.

**YouTube Videos**

“*The tutorials you make are so great! Very useful!*

DNP Student. Phone.

Librarians have created a number of instructional videos using Panopto and ScreenFlow and promotional videos highlighting displays and exhibits. Twelve of these videos are hosted on the library’s YouTube channel, which can be found at https://www.youtube.com/user/ChathamULibrary. Users watched 828 minutes of video over the 2017-18 AY. This is a 28% decrease from the previous year (1,153 minutes). We believe the decrease can be attributed to some instructional videos becoming irrelevant due to new tools such as Koha, and so they were deleted. The following chart provides usage and viewing information about our most popular videos:

<table>
<thead>
<tr>
<th>Video title</th>
<th>Video length (minutes)</th>
<th>Watch time (minutes)</th>
<th>Views</th>
<th>Average view duration (minutes)</th>
<th>Average percentage viewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS671 Finding Company Information</td>
<td>9:56</td>
<td>357</td>
<td>75</td>
<td>4:45</td>
<td>48%</td>
</tr>
<tr>
<td>CINAHL Subject Heading Searching</td>
<td>6:22</td>
<td>204</td>
<td>57</td>
<td>3:34</td>
<td>56%</td>
</tr>
<tr>
<td>Using AND to Combine Search Terms</td>
<td>2:59</td>
<td>80</td>
<td>35</td>
<td>2:17</td>
<td>77%</td>
</tr>
<tr>
<td>Ovid Databases: Basic vs Advanced Search</td>
<td>0:46</td>
<td>48</td>
<td>79</td>
<td>0:36</td>
<td>78%</td>
</tr>
<tr>
<td>Credo Reference</td>
<td>0:56</td>
<td>48</td>
<td>56</td>
<td>0:51</td>
<td>91%</td>
</tr>
</tbody>
</table>
While users are clearly not viewing 100% of the instructional videos offered, in most cases they are watching close to or over half of the video. In some cases, it is more advantageous for them to skip around these videos to get to information more relevant for them, so while they might not be viewing the entire video they are most likely getting the guidance they need from them. Some videos even offer links to different timestamps within the video itself to encourage such jumping around.

Resource Sharing

Prepared by Kate Wenger, Head of Access Services

Resource sharing, commonly known as interlibrary loan, makes sure that needed material gets to the correct user in a timely fashion. We use two systems, E-ZBorrow and ILLiad, to supply that needed material, with the statistics and workflow for each maintained separately.

E-ZBorrow and ILLiad are used to both request materials from other libraries as well as ship our material to our partner libraries. E-ZBorrow, a service of our PALCI membership, is used primarily for print books, and has an accompanying UPS delivery system which gets books to the correct location within two to five business days. ILLiad automates routine interlibrary loan functions. It is predominantly used for journal articles, but also for DVDs, theses, books that are not available via E-ZBorrow, and other miscellaneous materials. Within the last two years, we have started using the UPS delivery system to ship ILLiad books to other libraries to simplify shipping on our end and make tracking packages easier.

A part-time Access Services Associate and a Graduate Resource Sharing Assistant handle the day-to-day borrowing requests made by our patrons through the ILLiad system as well as the lending requests (those made by other libraries for our materials). They also troubleshoot ILLiad, make improvements to ILLiad workflow, compile statistics, and update information on the library’s website about these services. Ten Library Access Services Aides complete all of the day-to-day E-ZBorrow processing – both borrowing and lending. Troubleshooting is performed by the Head of Access Services and the Access Services Associate.

Borrowing: E-ZBorrow and ILLiad Combined

The graph below shows three years of resource requests placed by Chatham students, staff, and faculty. Between the two services, borrowing was up 12.7% over the previous year.
Borrowing: ILLiad

“I wanted to say thank you for trialing this new service. Sometimes it is difficult for us to get up to Shadyside from Eastside- even though we are only <1 mile away! Just wanted to let you know that this is appreciated!”
~Email from a faculty member

Our patrons requested 6,831 items through ILLiad, an increase of 25.5% from last year. If numbers continue to increase at such a significant rate in future years, additional staff or new systems that automate more of the processing, such as RapidILL, may become necessary to keep service levels and turnaround times where they currently are. As always, the majority (87%) of ILLiad requests were for articles. This year, there was a 24.6% increase in article requests and a 94.5% increase in requests for physical materials (books & media). The latter was likely due to E-ZBorrow not functioning at the beginning of the fall semester, which resulted in us sending patron requests through ILLiad instead.

We were able to procure the material for 5143 of the total 6831 borrowing requests. This fill rate of 75% is a slight increase from a fill rate of 72% in the 2016-2017 academic year. Those items not filled include:

- Requests that could not be filled by our lending partners because they were unwilling or unable to lend the item.
- Requests that we cancelled due to the duplication of a request or if ILLiad was not necessary to retrieve the item.

This year also brought us our two busiest ILLiad request months ever. In October, the Chatham community requested 975 items, and then 1011 in November. Our busiest month prior to this was 881 requests in October 2015. In November, our two resource sharing staff members reported difficulty keeping up with the number of requests, so this further supports the need for either additional staff or products that automate more of the processing if the level of service is expected to stay the same.

Lastly, we are piloting a new service (mentioned in the quote above): We will scan articles from the library’s print journal holdings and email them to the Chatham community through the ILLiad software. Previously this service was only offered to distance students. However, we rolled it out to everyone silently in January and advertised it to faculty and staff in May. Unfortunately, we do not have statistics on usage for this past year, but we will have them for next year. Because the 10 Library Access Services Aides can do the more time-intensive work of scanning the articles, this service is not expected to create a strain on ILLiad staff.

ILLiad Borrowing: Reasons for Cancellations

The graph below shows the number of total cancelled items (blue) versus the number cancelled because they were available elsewhere (orange) for the past 3 years. As was true last year, half of the cancelled requests in 2017-18 were because we had access to the items elsewhere.
The most frequent reason for cancellation, which is that we have exhausted all possible sources and no libraries can send us the item, is down from 355 requests in 2016-17 to 301 requests in 2017-18. This is even more impressive given that the overall number of requests is up significantly this year – last year, 6.5% of requests were cancelled for this reason, but only 4.4% were cancelled this year.

**ILLiad Borrowing: Turnaround Time for Requests**

We were able to continue the quick turnaround time that we first realized last year. The graph below shows turnaround times for the past 3 years.

In 2017-18, it took 4.3 days on average from when a Chatham patron placed an Interlibrary Loan request through ILLiad to when they either received the item or were notified that the item was not available. This continues our record of quick turnaround times that we first saw last year, as the chart below shows.

<table>
<thead>
<tr>
<th>ILLiad Borrowing Request Timetable</th>
<th>2017-18</th>
<th>2016-17</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Selected Overall Records</td>
<td>4782</td>
<td>4249</td>
<td>4682</td>
</tr>
<tr>
<td>Average Time from Submitted to Processing</td>
<td>20.4 hours</td>
<td>1.1 days</td>
<td>3.7 days</td>
</tr>
<tr>
<td>Average Time from Sent to Notified</td>
<td>3.4 days</td>
<td>3.2 days</td>
<td>3 days</td>
</tr>
<tr>
<td>Average Total Time</td>
<td>4.3 days</td>
<td>4.3 days</td>
<td>6.7 days</td>
</tr>
</tbody>
</table>

Having a Graduate Resource Sharing Assistant and an Access Services Associate working a combined 38 hours a week continues to help us to get needed items to the Chatham community in a timely manner.
Requests are processed by our staff in less than a day. In addition, the days in the chart above are calendar days, not business days, so this turnaround time really is quite quick.

It is also worth noting that this average turnaround time includes items that cannot be delivered electronically. In 2017-18, loans took an average of 9.4 days since they are physical items and must be shipped between libraries. Articles are almost always electronically delivered and took on average 3.3 days to arrive. Much also depends on the ability of our lending partners to fill our requests, so the more specialized and unique a requested item is, the longer it takes to ensure that all options for borrowing the item have been explored. This can extend the life of the request, slowing down the turnaround time. Thus, a turnaround time of 4.3 days is a significant accomplishment.

**Borrowing: E-ZBorrow**

As shown in the graph below, total E-ZBorrow borrowing requests in 2017-2018 decreased by 24.4% from the previous year. This was almost entirely due to E-ZBorrow not functioning from July 31st until October 11th. Comparing the number of requests from November through June for 2017-18 (when E-ZBorrow was fully functioning) to 2016-17 shows 1185 and 1163 respectively. Chatham patrons continue to enjoy a 96% fill rate through E-ZBorrow.

**Lending: ILLiad**

The number of items we lend to other libraries through ILLiad is considerably less than the number we borrow. The chart below summarizes lending requests over the past 3 years.
The total number of ILLiad lending requests **decreased 13.5%** from 16-17 to 17-18. More importantly, our fill rate has continued to improve substantially. After quite a few years of fill rates in the 33-35% range, last year saw a jump to 41%, and this year jumped to 54%. Some reasons that we are unable to fill a request are because we do not own the item, or the item was checked out at the time of the request. This improvement in fill rate may be correlated with the decrease in requests – other libraries may be requesting fewer items that we do not own.

**Lending: E-ZBorrow**

As shown in the graph below, E-ZBorrow book lending requests in 2017-2018 **decreased by 21.4%**. Again, this is entirely due to E-ZBorrow not functioning for several months at the beginning of the fall semester. When comparing the numbers from November through June (the time during which E-ZBorrow was fully functional last year) for the past two years, the total number of loaned items actually increased by 12.4%. For the sixth academic year in a row, we are a net lender.

**Circulation and Reserves**

“Thank you so much for taking the time to sort this all out and give me instructions on what to do next! I accidentally accrued a large ILL fine and don’t want to do that again, so I truly appreciate your help. I will see you soon again in the library!”
Total Item Circulation
Total items checked out in 2017-18 decreased by 9.6% from the previous academic year, as shown in the graph below.

The decrease is somewhat surprising considering the increase in the number of students on campus, and further supports our need for a survey of the Chatham community concerning their knowledge and use of library resources. While at least some of it is due to E-ZBorrow not functioning for a few months, that would only account for a bit of the decrease. A possible explanation for the rest of the decrease may be the increased use of electronic resources such as articles and e-books.

When checkouts are broken down by call number, literature and the social sciences make up 52% of our total circulation (see graph below), a continuing trend.

Total Checkouts by Call Number in 2017-2018

Graduate students, seniors, and items lent to other libraries (Resource Sharing) make up 67% of total patron check outs (see chart below). This year saw an 83% decrease in the checkouts by first year
students while the number of checkouts by sophomores increased twelve-fold. This could be because students have different academic expectations placed on them in their first year, or that the classification of students as first years versus sophomores has changed.

### Total Checkouts by Patron Type in 2017-2018

![Pie chart showing checkouts by patron type]

**Course Reserves**

During the 2017-2018 academic year, items on course reserve circulated a total of 681 times, a 130% increase from last year’s numbers (see chart below). This increase is primarily due to a single course that had a circulation of 444 on the 55 items on reserve.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reserve Items</td>
<td>681</td>
<td>296</td>
<td>501</td>
</tr>
</tbody>
</table>

**Library Website**

-Prepared by Jocelyn Codner, Reference and Outreach Librarian and Dan Nolting, Head of Technical Services.

Recognizing that the Library’s website is the library for many of our students and that it provides the starting point for searching all of the library holdings as well as vetted freely available resources. In creating guides to selecting and citing appropriate resources, librarians have worked to make the website intuitive, user-friendly and as chock full of information as possible. The use of the CMS LibGuides has allowed us to develop subject and course specific guides to make research easier. We have also created guides for Distance Students, Faculty, and Alums providing information on the services and resources available to them. The website also provides links to How To videos which are located on the library’s YouTube site.

**Subject Guides**

LibGuides provide librarians a quick and easy way to provide web-based resource guides. In addition to the 58 subject guides, there are 11 course specific guides and other instances of guides folded into the library homepage navigation. All full time and part-time library staff have access to LibGuides for creation and editing purposes. The following two tables display the ten most used subject or course specific guides and website navigation guides.
Subject & Course Specific Guides

<table>
<thead>
<tr>
<th>Guide Name</th>
<th>2017-2018 Views</th>
<th>2016-2017 Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapy</td>
<td>1288</td>
<td>812</td>
</tr>
<tr>
<td>Citation</td>
<td>1134</td>
<td>924</td>
</tr>
<tr>
<td>Nursing</td>
<td>978</td>
<td>1406</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>922</td>
<td>1351</td>
</tr>
<tr>
<td>Primary Sources</td>
<td>821</td>
<td>678</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>804</td>
<td>739</td>
</tr>
<tr>
<td>Library DIY</td>
<td>661</td>
<td>764</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>418</td>
<td>305</td>
</tr>
<tr>
<td>BUS671: Marketing Management</td>
<td>401</td>
<td>13</td>
</tr>
<tr>
<td>Copyright and Fair Use</td>
<td>262</td>
<td>340</td>
</tr>
</tbody>
</table>

Library Website Navigation Based Guides

<table>
<thead>
<tr>
<th>Guide Name</th>
<th>2017-2018 Views</th>
<th>2016-2017 Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Desk</td>
<td>10312</td>
<td>12919</td>
</tr>
<tr>
<td>Library Rooms &amp; Spaces</td>
<td>7527</td>
<td>2482</td>
</tr>
<tr>
<td>Home</td>
<td>6802</td>
<td>6883</td>
</tr>
<tr>
<td>For Students</td>
<td>5367</td>
<td>2415</td>
</tr>
<tr>
<td>JKM Library Logins &amp; Accounts</td>
<td>2484</td>
<td>219</td>
</tr>
<tr>
<td>Student Publication Submission Procedures &amp; Policies</td>
<td>2102</td>
<td>N/A</td>
</tr>
<tr>
<td>For Distance Students</td>
<td>2061</td>
<td>1045</td>
</tr>
<tr>
<td>Search for Graduate Capstones</td>
<td>1964</td>
<td>N/A</td>
</tr>
<tr>
<td>About the JKM Library</td>
<td>1720</td>
<td>285</td>
</tr>
<tr>
<td>Library Homepage</td>
<td>1607</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Website Statistics
The library collects statistics on page views of the library website, blog, and LibGuides. Data for the past three years can be seen in the chart below. Due to changes in our website server, page view data for the months of May and June in 2018 were pulled and aggregated from multiple sources. In May, we combined page views from our original URL with page views from our backup URL. In June, we continued to combine these data sources and added a third: the page views from the new home page URL as set up in LibGuide CMS.

<table>
<thead>
<tr>
<th></th>
<th>2017-18 page views</th>
<th>2016-17 page views</th>
<th>2015-16 page views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Website</td>
<td>65,675**</td>
<td>72,818</td>
<td>84,746</td>
</tr>
<tr>
<td>LibGuides</td>
<td>68,054</td>
<td>42,338</td>
<td>41,383</td>
</tr>
<tr>
<td>Blog</td>
<td>5,549</td>
<td>3,941</td>
<td>5,545*</td>
</tr>
<tr>
<td>Total</td>
<td>139,278</td>
<td>119,097</td>
<td>131,674</td>
</tr>
</tbody>
</table>

*Data from April 2016 is missing due to a change in WordPress (blog software)
** Data from May and June 2018 pulled from multiple sources due to shifting in server
Platform transition
With the data, programs, and storage in the Millennium physical server now being obsolete, in November the defunct server was rebuilt with an open-source Linux-compatible (Ubuntu) operating system to allow for a high-performing web server with lots of space. With help of ITS, the necessary ports and IP addresses were realigned to make the existing library web address live on the recycled server.

The rebuild was supposed to take 2-3 hours but turned into a 20-hour downtime. After that, all was fine, aside from four months later, in March, when the server mysteriously crashed for 5 hours. In May 2018 the server suddenly disconnected from the internet for good, cause entirely unknown, but is speculated being from a building-wide power-outage that caused a wire short occurring somewhere behind a physical barrier. ITS deemed it non-repairable, and the contingency plan to use back-up and mirror sites went into effect immediately.

Since the backed-up mirror sites resided on personal (Dreamhost - free and unlimited web-server space for non-profit and education) platforms, ITS couldn’t redirect the library domain (library.chatham.edu) until the pages were upgraded to VPS (which was coordinated while our Tech Services Head was on vacation in Taiwan). After that, all was fine (on the surface), with hundreds of non-LibGuide webpages, images, scripts and files now being active and accessible as before. But this was a temporary fix, and the search for a more robust long-term server had become paramount. We focused on 2 CMS programs: Springshare (the current host of the library LibGuides); and Hannon Hill’s Cascade (in use by Chatham’s Marketing and Communications Dept.) and, after much experimenting and trials, the Springshare/LibGuides CMS was chosen since we were already familiar with it and could make a smoother migration from the personal pages that were hosting the files, scripts, images and codes. Moreover, as a library centered product, LibGuides provides a more accessible look and feel for our site.

Libguides.Chatham.edu was mirrored to reflect the old domain (library.chatham.edu), with all existing guides automatically realigning. ITS made the necessary redirects and the library website now resides on a single platform, managed by the library as before. Even some of the interactive PHP forms hosted on Dreamhost can eventually be re-purposed and hosted on the Springshare platform, utilizing the graphical-friendly LibWizard program. This library-designed platform works well with complex calendar and database plug-ins as well as mobile responsiveness.

Library Webpages
Amid all the chaos from the new catalog, server crash and Springhare migration, the surface of the main library webpage has only changed in one noticeable way: the Chatham logo, which was imported from Chatham’s Graphics Department and modified with the generic “Library” subheading.

Before the crash and migration, we performed extensive experiments with responsive design, but since the Springshare/LibGuides have a built-in matrix that automatically detects and displays the appropriate scale per device, those efforts have ceased. This was a great time-saver that allowed for the necessary major compositional realignment of the tables and cells on the landing pages to make them look and operate as before.

The Archives and Special Collections Webpages also had to be rebuilt from scratch, but we stayed as close to the original table structure as possible, with an earmark to revisit sometime in the future. Besides the over-all restructuring, there were numerous routine link updates requested by the Archivist throughout the year. Tech Services also assisted with Omeka, enhancing the product using CSS. Omeka is used by Archives & Special Collections to create online exhibits.

Other routine library web-maintenance items that required coding and scripting (calendar updates, staff directory, annual report dashboard, accessibility and security updates) were also conducted throughout the year as needed.

Library Outreach
-Prepared by Jocelyn Codner, Reference and Outreach Librarian
The JKM Library engages in a variety of outreach and marketing activities to increase awareness of library resources and services as well as to engage and encourage more students, faculty, and staff to use the library. Our philosophy is that every encounter both inside and outside of the library is an opportunity for service and library advocacy. We emphasized and increased these activities in 2017-18 with the hiring of a new Reference and Outreach librarian.

In addition to maintaining and advancing all previous outreach and marketing activities, we began looking for more opportunities to reach our patrons where they are instead of waiting for them to come to the library. We began Pop-Up Libraries on more than just the Shadyside campus, started additional social media channels to better reach our audience, and worked to become a more visible member at campus events and program planning. We are excited to continue to increase these efforts year after year. A description of some of these activities follows.

Library Newsletter
Each fall and spring semester, the library publishes a newsletter called Library News to update the Chatham community on library resources and services. Typical articles include information about new databases, new books, displays, tips for using library resources, information about the Archives, and achievements of the library staff. The latest edition of Library News is available at: http://libguides.chatham.edu/librarynews.

Displays and Exhibits
Library staff prepared many displays during 2017-18. Nearly all displays were created by the Reference and Outreach Librarian with help from the Reference Associates and student workers. Most of the displays drew heavily on the JKM Library’s book collection. By highlighting library materials, we hope to improve awareness and encourage greater use of library resources. The Archivist and Public Services Librarian mounted several displays which are described in the Archives & Special Collections section of this report. The library maintains several permanent displays:

- **Popular Reading**
  To support students interested in reading for fun, the library provides a permanent popular reading display. The contents of this display cycle both as books are checked out and as materials that have been on display for more than two months are returned to the stacks. During 2017-18, 69 items were checked out from this display, a 40% decrease from 2016-17 (116 items). This may be because the Monthly Feature Display received a lot more attention than in past years, and generated many more checkouts than usual.

- **Suggestion Box Display**
  This display contains suggestions submitted to the JKM Library and responses from library staff. The number of submissions has decreased greatly over the past years, likely because many frequently asked questions have already been answered.

- **Faculty Publication Display**
  This permanent display highlights recent faculty publications. This year it was redesigned with new signage and updated content.

- **Global Focus: Year of Indonesia**
  Each year, the contents of this display are rotated to correspond to the current Global Focus. Books, DVDs, and other materials are included. During 2017-18, 4 items were checked out, a
64% decrease from 2016-17 (11 items). This is most likely because the majority of materials available on the display were for in-library use only, as they were made available for display by a faculty member and were not part of the library’s collection.

**Monthly Feature Display**

This display, while a permanent fixture on the first floor of the JKM Library, is the most flexible of our displays. It includes both the larger monthly book display table in the lobby area and the vitrines that welcome patrons as they enter the library. These two spaces change monthly to host library and educational materials relevant to university-wide, national, or international celebrations and activities, as well as fun themes created by library staff. The number of monthly displays and the schedule with which they turn over changes yearly.

The library featured 21 Monthly Feature Displays throughout the 2017-18 year (see Appendix B for full list) Many of the displays corresponded with campus diversity events, such as LGBTQIA+ History Month, Black History Month, Women’s History Month, and more. Other displays highlighted books to read for pleasure or were related to programs on campus such as the Just Films series.

The library is always looking for ways to increase the number of item checkouts from the in-library displays. This year, the Reference and Outreach Librarian made a targeted effort on each Monthly Feature Display to increase visibility, engagement, and checkouts. She also worked on including educational materials with as many displays as possible so that viewing them alone would be a beneficial experience.

These extra efforts paid off, as items checked out from monthly displays were at its highest in recent years. The number of monthly feature in-library displays remained the same from the 2016-17 year to the 2017-18 year, but item check-outs from these displays increased by 46.8% with patrons checking out over one item more from each display over last academic year (see chart below). In addition, 13 of these items were renewed.

<table>
<thead>
<tr>
<th>Year</th>
<th># of monthly feature displays</th>
<th># of items checked out</th>
<th>Average # of items checked out per display</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>21</td>
<td>91</td>
<td>4.3</td>
</tr>
<tr>
<td>2016-17</td>
<td>21</td>
<td>62</td>
<td>3.0</td>
</tr>
<tr>
<td>2015-16</td>
<td>27</td>
<td>76</td>
<td>2.8</td>
</tr>
<tr>
<td>2014-15</td>
<td>36</td>
<td>78</td>
<td>2.2</td>
</tr>
</tbody>
</table>

The Curriculum Collection features displays that change periodically throughout the year and is managed by the Access Services Associate. They feature materials from our Curriculum Collection and have a focus on young readers. We do not track stats for this display.

The JKM Library introduced a new style of display during the 2017-18 to increase interaction with patrons. These interactive displays pose a question to patrons and offer a way for the patron to answer anonymously on the display. This is an organic and fun way to engage with our users and collect valuable data about patrons.

In May 2018, we tested this new interactive display style with a Mental Health Awareness Month poster in the library vestibule that asked patrons to mark how they were feeling on any given day with stickers. It also highlighted mental health resources for those in need. This display was incredibly popular, and we will be utilizing this style of display throughout the next academic year. (See Appendix C)

**Display Engagement**

Beginning in February 2018, the JKM Library began using a technique to measure and track display and exhibit engagement. This method involves the on-duty librarian at the reference desk observing patrons viewing or interacting with a display on the first floor and marking it down on a chart from the appropriate display or exhibit. While we do not have a full year of data yet to analyze, we are already getting
important insights from the tracking. The chart below details the display engagement stats from February 2018 to June 2018.

<table>
<thead>
<tr>
<th>Display Engagement</th>
<th>Vitrines</th>
<th>Monthly Feature</th>
<th>Popular</th>
<th>Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb-18</td>
<td>23</td>
<td>12</td>
<td>14</td>
<td>--</td>
</tr>
<tr>
<td>Mar-18</td>
<td>26</td>
<td>23</td>
<td>11</td>
<td>--</td>
</tr>
<tr>
<td>Apr-18</td>
<td>21</td>
<td>15</td>
<td>11</td>
<td>--</td>
</tr>
<tr>
<td>May-18</td>
<td>16</td>
<td>2</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>Jun-18</td>
<td>30</td>
<td>11</td>
<td>17</td>
<td>--</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>116</strong></td>
<td><strong>63</strong></td>
<td><strong>63</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

Social Media

Blog
Statistics for the library’s blog can be viewed in the Library Website section of this report. The blog has been maintained for over seven years and remains a great place to expand on information concerning library resources and events. While less formal than the newsletter but more in-depth than social media, the blog lets library staff interact on a deeper level and in a timely fashion with patrons. Topics expanded on in the blog include book and database recommendations, highlights of library services, announcements concerning changes to the library or our resources, profiles of new staff members, and overviews of displays and library events.

Facebook Page
The JKM Library maintains a Facebook page to which we post announcements and information about resources and services. We started keeping track of the number of people who ‘like’ the page in October 2010. The graph below reflects the total number of “likes” at the end of each of the past eight academic years:

![Facebook Page Likes Graph](image)

Instagram
The JKM Library established an Instagram account (@jkmlibrary) in September of 2017. The library shares images and videos concerning events, announcements, library displays, resources and services, instruction, and more on the account. We have found that it is a good way to connect with students and colleagues in particular. We have been tracking account “likes” since it was created. The below graph demonstrates the increase month to month. (See Appendix C for examples of content shared to the account).

![Number of Instagram Account Likes](image)

**Spotify**
The Library started a Spotify account in October 2017 as another way to reach out to our student population. Library staff and student workers contribute to Spotify playlists that correspond with library displays, offer an introduction to librarians and staff, or serve special purposes such as study playlists. Student workers in particular love to contribute to these playlists. Collecting data on Spotify usage is difficult, so we maintain this account purely for fun as a way to meet our patrons where they’re at. We created nine custom playlists over the 2017-18 academic year. The account can be found here: https://open.spotify.com/user/fuwu26wdwqq6ums8xs4utraq5?si=QRl51pbASUjKjGlj6eJ_qQ

**Resource Fairs**
In order to increase library awareness, librarians attend a variety of resource and orientation fairs. At these events informational handouts about the library, including brochures and fliers, are distributed.

**Events**

**Pop-Up Libraries**
This year, the library added a new outreach method in the form of pop-up libraries. Librarians took books and resources outside of the physical library and set up temporary library spaces at different locations on the Shadyside and East Side campuses. The purpose of these pop-up libraries is to increase library awareness and contact with students who may not visit the physical library often. Librarians are able to answer questions about materials, resources, and services, conduct on-the-spot reference and research assistance, and check out materials brought with them to Chatham community members. This was made possible this year by the web-based nature of the library’s new ILS, Koha, which can be accessed via the internet on any device allowing librarians to check materials out to patrons anywhere there is an internet connection. We held four pop-up libraries and checked out 27 items during the AY 2017-18.

**International Edible Book Festival – Wednesday, March 29, 2017**
The JKM Library, in conjunction with Chatham’s Food Studies program, sponsored Chatham’s seventh annual celebration of the International Edible Book Festival. Ten entries were submitted, five prizes were
awarded. This event continues to be quite popular with students, staff, and faculty, and we look forward to next year’s festival.

**Chatham Creative Writing Senior Reading and Reception – April 15, 2018**

Part of the library’s increased outreach efforts include collaborating with other departments to host and co-host more events in the library. In April of 2018, the JKM Library partnered with the Creative Writing Department to host their Senior Reading and Reception. Graduating students in both the B.F.A. and M.F.A. programs read selections from their work for an audience of friends and family. A light reception with refreshments followed. We are looking to repeat the event in 2019.

**Collection development**

-Prepared by Dan Nolting, Head of Technical Services and Dana Mastroianni, Reference and Electronic Resources Librarian

**New Books and Media**

The amount of money spent on books, movies and music increased by a little less than 10% (from $5435 to $5929), with the number of titles also slightly increasing, from 161 to 162.

The total amount of new monographic titles ordered and received this year consists of 149 circulating books, with 7 reserve reference books and 6 DVD movies.

- Seven (7) books were ordered for the Curriculum (Children’s) collection ($105 total averaging $15 each)
- Two (2) books were new faculty publications (totaling $42 / avg. $21 each):
  - *The small door of your death: poems / Sheryl St. Germain*
  - *Studying in English: strategies for success in higher education / Linh Phung et al*
- The average cost-per-title of all new purchases was $36 (last year: $34)
- The most amount of money was spent on the following core ordering departments: Food Studies ($509), Physicians Assistants ($494), Politics & Law ($427), Business ($372) and Communications/Media/Technology ($362)
- The most number of items ordered were for the following core categories: Sustainability/Environment/FSS at 18, Business had 16, with Fiction & Politics/Law at 15 new titles each
- The most expensive per item in each core category or department were the Pittsburgh-region-related titles averaging $176 each, Environment/Sustainability ($98), Physical Therapy ($89) and Nursing ($87).

**Core Departments**

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>2017-18 spent</th>
<th># items</th>
<th>Last year</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment/FSS Studies</td>
<td>$804.667</td>
<td>18</td>
<td>$432</td>
<td>7</td>
</tr>
<tr>
<td>Business/Media/Communications</td>
<td>734.92</td>
<td>16</td>
<td>690</td>
<td>22</td>
</tr>
<tr>
<td>Physician’s Assistant</td>
<td>494.65</td>
<td>7</td>
<td>97</td>
<td>1</td>
</tr>
<tr>
<td>Law/Political</td>
<td>427.61</td>
<td>15</td>
<td>113</td>
<td>8</td>
</tr>
<tr>
<td>Pittsburgh area-related</td>
<td>352.20</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>328.84</td>
<td>10</td>
<td>730</td>
<td>12</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>266.67</td>
<td>3</td>
<td>97</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>259.66</td>
<td>3</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>Ethnic &amp; Multicultural/Global Studies</td>
<td>246.39</td>
<td>9</td>
<td>107</td>
<td>4</td>
</tr>
<tr>
<td>Fiction</td>
<td>237.80</td>
<td>15</td>
<td>185</td>
<td>11</td>
</tr>
<tr>
<td>Poetry</td>
<td>226.84</td>
<td>14</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>Subject</td>
<td>Items/Vols.</td>
<td>Titles held June 30, 2017*</td>
<td>Volumes added FY17-18</td>
<td>Titles added FY17-18</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>LBGTQ</td>
<td>221.00</td>
<td>4</td>
<td>305</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>188.43</td>
<td>4</td>
<td>101</td>
<td>4</td>
</tr>
<tr>
<td>History &amp; Biography</td>
<td>184.43</td>
<td>7</td>
<td>369</td>
<td>11</td>
</tr>
<tr>
<td>Psychology, Counseling, Social Work</td>
<td>178.63</td>
<td>5</td>
<td>738</td>
<td>12</td>
</tr>
<tr>
<td>Fine Arts &amp; Architecture</td>
<td>142.56</td>
<td>5</td>
<td>235</td>
<td>7</td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>98.67</td>
<td>2</td>
<td>120</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>63.35</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sociology</td>
<td>62.96</td>
<td>3</td>
<td>119</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>60.75</td>
<td>2</td>
<td>213</td>
<td>6</td>
</tr>
<tr>
<td>Science (general)</td>
<td>54.53</td>
<td>3</td>
<td>117</td>
<td>6</td>
</tr>
<tr>
<td>Film Studies</td>
<td>48.38</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graphic Novels</td>
<td>48.33</td>
<td>3</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Literary Studies</td>
<td>46.58</td>
<td>2</td>
<td>258</td>
<td>9</td>
</tr>
<tr>
<td>Biology</td>
<td>45.74</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Language Studies</td>
<td>43.10</td>
<td>2</td>
<td>37</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>37.82</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music Studies</td>
<td>23.76</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health (general)</td>
<td>0</td>
<td>0</td>
<td>99</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Children’s/Curriculum*</td>
<td>*</td>
<td>*</td>
<td>120</td>
<td>16</td>
</tr>
<tr>
<td>Totals</td>
<td>$5,929</td>
<td>162</td>
<td>$5,435</td>
<td>161</td>
</tr>
</tbody>
</table>

*previous years listed as dept., but since subjects have become more divergent, items are now listed within the subject/departments

**Total volumes and titles:**

<table>
<thead>
<tr>
<th>Items/Vols. held June 30, 2017*</th>
<th>Titles held June 30, 2017*</th>
<th>Volumes added FY17-18</th>
<th>Titles added FY17-18</th>
<th>Volumes withdrawn FY17-18</th>
<th>Titles withdrawn FY17-18</th>
<th>Net Total items/vols.7/1/18</th>
<th>Net Total Titles 7/1/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>145,501</td>
<td>97,863</td>
<td>811</td>
<td>799</td>
<td>657</td>
<td>637</td>
<td>145,655</td>
<td>98,025</td>
</tr>
</tbody>
</table>

**Crossovers Subjects**

The chart below depicts the inclusive values of major subject areas covered from all of the new purchases, regardless of what core department they were ordered for.

While a work can crossover endlessly into numerous subject areas, the major topics considered here were limited to the top three of a book (or movie), where the subject occupied a noteworthy portion of the work. The new system (KOHA) allows for more substantial breakdowns of these of our local-assigned and US Library of Congress Subject Headings.

History, Political Science and Media - as broad as they can be - dominated the common subject thread for items ordered 2017-18:
More idiosyncratic topics, like Landscape, Chemistry, Biology and Sexual Discrimination, were covered only once in their respective works. Slavery, Religion, Music, Library Science are covered in more than one title etc.

Vendor Breakdown

<table>
<thead>
<tr>
<th>Vendor</th>
<th># of Titles</th>
<th>Total cost</th>
<th>Avg. cost per Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yankee Book Peddler (YBP)/EBSCO/Baker &amp; Taylor (Gobi)</td>
<td>144 (137)</td>
<td>5,069 (4,060)</td>
<td>35.20 (48)</td>
</tr>
<tr>
<td>Amazon.com or Direct</td>
<td>18 (24)</td>
<td>860 (1375.)</td>
<td>47.48 (57)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>162 (161)</td>
<td>5,929 (5,435)</td>
<td><strong>$36.60 (34)</strong></td>
</tr>
</tbody>
</table>

(*Last year figures in parenthesis)*

**Student Publications**

With advanced and complex scripts (those that aren’t supported on any other current institutional or CMS platform) being hosted on Dreamhost (jk3.xyz), we continue PHP/SQL automation of data and scripts for items such as student publications. The system of submission, receipt, processing, preservation and access continues with improvements along the way. This has allowed for a more streamlined workflow, utilizing standardizations through authorized consortia.

One major change with student publication processing is the web storage/access of graduate publications, with them all in the process of being transferred from Google Drive to Amazon Web Services (AWS). As of June 30, 2017, about 70% of graduate student publications (Thesis, Capstones, and Dissertations) have been migrated from Google Docs to AWS. These publications mirror the originals stored on a dedicated ITS drive, currently housing 3,020 files (26.9 GB). Occasionally a “web-friendly” version has to be optimized so it can be accessed via the web.
170 physical titles were added in 2017-18, bringing the new total of physical student publication titles in Archives to 6,043.

For dissertation binding, Mechling Bindery no longer supports that service, so the students are now directed to another local bindery: Wert Bookbinding. All guides and manuals have been updated accordingly.

<table>
<thead>
<tr>
<th>Format</th>
<th>Print Only</th>
<th>Print w/ Electronic</th>
<th>Electronic Only</th>
<th>Unique Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>122*</td>
<td>17</td>
<td>0</td>
<td>139</td>
</tr>
<tr>
<td>Undergrad. Caps.</td>
<td>0</td>
<td>29</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Theses</td>
<td>26</td>
<td>32</td>
<td>1</td>
<td>59</td>
</tr>
<tr>
<td>Capstones</td>
<td>17</td>
<td>32</td>
<td>47</td>
<td>96</td>
</tr>
<tr>
<td>Dissertation</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Chapbooks</td>
<td>4</td>
<td>n/a</td>
<td>n/a</td>
<td>4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>170</strong></td>
<td><strong>113</strong></td>
<td><strong>66</strong></td>
<td><strong>339</strong></td>
</tr>
</tbody>
</table>

*mostly retroactive: “gifts” from retiring faculty and backlogs

<table>
<thead>
<tr>
<th>Format</th>
<th>Print Use</th>
<th>Electronic (Online) Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
<td>16-17</td>
</tr>
<tr>
<td>Tutorials/Undergrad. Caps.</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Theses</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Capstones</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Dissertation</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Chapbooks</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>62</strong></td>
<td>57</td>
</tr>
</tbody>
</table>

**Gifts**

There was a total of 298 gift titles accepted and processed for the library collection in 2017-18. 133 were single/anonymous items, and the rest were the following from:

Nichole Bayliss: 51
Mary Beth Mannarino: 32
Esther Barazzone: 82

Repairs: 51 books were repaired (111 last year).

Transfers: 22 Primarily from Reference to Circulation: (41)

Withdrawals: 637 titles / 657 volumes (775 / 818)

**Serials**

*Exclusively online* - not part of a database or package and are cataloged as individual bibliographic entries:

<table>
<thead>
<tr>
<th>Titles</th>
<th>2017 Invoice</th>
<th>2016 Invoice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives of Physical Medicine and Rehabilitation</td>
<td>$1,410.87</td>
<td>$1339</td>
</tr>
<tr>
<td>Choice - Current Reviews for Academic Libraries</td>
<td>644</td>
<td>614</td>
</tr>
</tbody>
</table>
Current Serials
There were no additions to the journal collections, although there were 2 discontinuations (Village Voice & Landscape Journal). Of these, 56 came in print (30 are print only and 26 come with an online counterpart), and 19 are online with 2 having a print counterpart.

Usage statistics are collected if an item is undeniably physically moved, although it isn’t always possible to know if an item was used and put back on the shelf undetected. Use and cost are below.

<table>
<thead>
<tr>
<th>Title</th>
<th>PRINT USE (7/1/17-6/30/18)</th>
<th>COST (2017 invoice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academe</td>
<td>0</td>
<td>98</td>
</tr>
<tr>
<td>Adbusters</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Advertising Age</td>
<td>0</td>
<td>113</td>
</tr>
<tr>
<td>American Journal of Occupational Therapy</td>
<td>0</td>
<td>299</td>
</tr>
<tr>
<td>American Journal of Psychiatry</td>
<td>0</td>
<td>1147</td>
</tr>
<tr>
<td>Architectural Record</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Artforum + Bookforum</td>
<td>3</td>
<td>78</td>
</tr>
<tr>
<td>ARTnews</td>
<td>0</td>
<td>31.95</td>
</tr>
<tr>
<td>Bloomberg Businessweek</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Carnegie Magazine</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Chatham Post</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chronicle of Higher Education</td>
<td>0</td>
<td>98</td>
</tr>
<tr>
<td>City Paper</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Consumer Reports + Annual Guide</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Economist</td>
<td>2</td>
<td>152</td>
</tr>
<tr>
<td>Edible Allegheny</td>
<td>0</td>
<td>39</td>
</tr>
<tr>
<td>Film Quarterly</td>
<td>15</td>
<td>327</td>
</tr>
<tr>
<td>Forbes</td>
<td>0</td>
<td>50.95</td>
</tr>
<tr>
<td>Fortune</td>
<td>0</td>
<td>69.95</td>
</tr>
<tr>
<td>Title</td>
<td>Volume</td>
<td>Price</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Gastronomica</td>
<td>2</td>
<td>401</td>
</tr>
<tr>
<td>Hospitality Design</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td>Human Communication Research</td>
<td>0</td>
<td>1014.5</td>
</tr>
<tr>
<td>JAAPA</td>
<td>3</td>
<td>763</td>
</tr>
<tr>
<td>JAMA: Journal of the American Medical Association</td>
<td>3</td>
<td>1289</td>
</tr>
<tr>
<td>Journal of Allied Health</td>
<td>0</td>
<td>123.45</td>
</tr>
<tr>
<td>Journal of Communication</td>
<td>0</td>
<td>1014.5</td>
</tr>
<tr>
<td>Journal of Environmental Psychology</td>
<td>3</td>
<td>856</td>
</tr>
<tr>
<td>Journal of Interior Design</td>
<td>4</td>
<td>738</td>
</tr>
<tr>
<td>Journal of Marital and Family Therapy</td>
<td>0</td>
<td>612</td>
</tr>
<tr>
<td>Journal of the American Planning Association</td>
<td>0</td>
<td>558</td>
</tr>
<tr>
<td>Landscape Architecture Magazine</td>
<td>3</td>
<td>178</td>
</tr>
<tr>
<td>Landscape Journal**</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Metropolis</td>
<td>0</td>
<td>31.95</td>
</tr>
<tr>
<td>Middle East Journal</td>
<td>0</td>
<td>300</td>
</tr>
<tr>
<td>Modern Fiction Studies</td>
<td>0</td>
<td>190</td>
</tr>
<tr>
<td>Nation</td>
<td>4</td>
<td>114</td>
</tr>
<tr>
<td>Nature Conservancy</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>New York Review of Books</td>
<td>0</td>
<td>82.95</td>
</tr>
<tr>
<td>New Yorker</td>
<td>41</td>
<td>99.99</td>
</tr>
<tr>
<td>NY Times</td>
<td>68</td>
<td>475.2</td>
</tr>
<tr>
<td>Old House Journal</td>
<td>0</td>
<td>38.95</td>
</tr>
<tr>
<td>Pennsylvania History</td>
<td>0</td>
<td>220</td>
</tr>
<tr>
<td>Pennsylvania Magazine of History &amp; Biography</td>
<td>0</td>
<td>142</td>
</tr>
<tr>
<td>Pittsburgh Business Times</td>
<td>2</td>
<td>133</td>
</tr>
<tr>
<td>Pittsburgh Magazine</td>
<td>4</td>
<td>29.95</td>
</tr>
<tr>
<td>Pittsburgh Post-Gazette</td>
<td>64</td>
<td>309.4</td>
</tr>
<tr>
<td>Rolling Stone</td>
<td>17</td>
<td>39.96</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1808</td>
</tr>
<tr>
<td>Sight and Sound</td>
<td>27</td>
<td>104.34</td>
</tr>
<tr>
<td>Social Service Review</td>
<td>0</td>
<td>331</td>
</tr>
<tr>
<td>Stanford Social Innovation Review</td>
<td>0</td>
<td>400</td>
</tr>
<tr>
<td>Time</td>
<td>6</td>
<td>77.13</td>
</tr>
<tr>
<td>Village Voice**</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Wall Street Journal</td>
<td>15</td>
<td>413.4</td>
</tr>
<tr>
<td>Western Pennsylvania History</td>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>Wired</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

| Total cost for the 75 print, print w/online, & online exclusive titles is $36,400 (35,085 last year) averaging $485 per title (468 last year). |
| The average cost per print journal title is $284 (271) |

**discontinued in 2017-18**

Also has online counterpart in some form (part of database, singular sign-on, open-source site etc...)
There was a total of 470 print periodicals system check-ins, plus 1,145 daily newspapers manual check-ins, totaling 1,615 (1,365 last year) print serial item check-ins by library staff. The increase is perhaps due to using a new system (KOHA), thus, allowing for adjustments and/or more ardent attention given to matters of processing.

Databases
Three databases were added to the library’s holdings in 2017-2018, *Issues & Controversies*, *Psychotherapy.net*, and *Checkpoint* (accounting), bringing the library’s total number of subscription databases to 70.

Both Discovery and individual database use have increased over the 2016-2017 year. Overall searching across individual database rose 2.5%, while full text downloads increased 26.8%. Discovery, a tool which allows simultaneous searching across the majority of the library’s databases continues to be the main way patrons access database content. Since Discovery is a tool that delivers content from multiple resources, a few different metrics are used to gage user engagement. While sessions and search clicks increased 7.9% and 2% respectively, full text downloads decreased by 3%. However abstract views and Linkout requests increased. Since Linkout requests link directly to the source of the material, whether that is another database, publisher site, or other site where the resource is available, the increase in these requests could account for some of the decrease in full text downloads from Discovery. Also, since full text downloads among individual databases increased, users might be choosing to download by accessing the databases directly rather than using the Discovery interface. Further, Discovery continually adds bibliographic content of resources, making more citation information available, but without offering full text.

The top searched individual databases for 2017-2018 were CINAHL, PsycINFO, Medline, and Academic Search Premier.

The databases with the most full-text downloads were Science Direct, CINAHL with Full Text, SAGE, and Academic Search Premier.

Archives and Special Collections
-Prepared by Molly Tighe, Archivist and Public Services Librarian

Reference and Instruction
To ensure that the Archives and Special Collections were accessible to the Chatham community, regular office hours for drop-in research visits continued to be offered during 2017-2018. Research assistance is also available through appointments or through remote reference, two options that continue to be our patrons’ most popular method of receiving reference assistance.
During the 2017-18 academic year, 258 reference questions were recorded, 149 research consultations, and 174.75 research consultation hours. Per month, we averaged 21.5 reference questions, 12 research consultations, and 14.5 research consultation hours. Our busiest month was November, with 42 reference questions, 23 research consultations, and 20.5 research consultation hours. The number of reference questions increased by 61% from the previous year, the number of research consultation hours increased by 8%, and the number of research consultations decreased by 5%.

The number of reference questions surged to the highest level since the establishment of the department in 2008. The three-year trend showing a regularly increasing number of reference questions indicates a clear need for increased staffing if patrons are to receive the current level of service.

**Archival Public Service Statistics**

Following a review of new Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections developed by the Society of American Archivist/Association of College and Research Libraries Task Force, a new procedure for recording reference statistics was developed and
implemented. The new procedure facilitates the collection of a more refined set of metrics, including detail on how reference queries are received, and a description of the research services provided. The collection of statistics on patron interactions with archival exhibits was included with statistics collection for all exhibits and the library staff continue to explore methods to measure the impact of the public service activities underway in the University Archives & Special Collections.

Chatham University staff and administrators represent 32% of all reference questions. Staff questions come from a variety of offices on campus (see chart above), but most frequently from Marketing & Communications, the Office of the President, and University Advancement. Together they represent 70% of all staff questions.

The percentage of student users increased from 15% of AY16-17 to 28% in AY17-18, an 86% increase from the prior year. Student requests came primarily from students working on assignments. Faculty
requests focused on access to collection materials, including online access and access to records from courses taught in the past.

Of requests by outside researchers, 42% related to Rachel Carson and 33% of requests came from one researcher pursuing a degree at another institution.

Our diverse patron population continued to present a variety of interesting queries. Highlights are detailed below:

Students:
- Examined building records and floor plans for campus buildings for an Interior Architecture assignment
- Utilized a variety of material for the creation of documentary films on Chatham ghost stories and on the history of May Day at Chatham
- Researched land use and food production at Eden Hall Farm,
- Requested information on the history of Chatham University and women’s colleges

Faculty:
- Requested information about using archival material in classroom
- Requested information on the history of Eden Hall
- Assorted requests relating to course syllabus and alums

Staff:
- Assorted requests relating to inauguration including information on past inaugurations, photographs and information on Chatham history, and high-profile visitors
- Requested information on former faculty members, past events, honorary degrees and the curriculum
- Requested information and images for newsletters, magazines, and other campus publications and promotions
- Inquired about former students and alums

Outside Researchers:
- Submitted a variety of queries related to the Collection on Rachel Carson and several contemporaries of Rachel Carson
- Performed extensive research on the history of Chatham’s Social Work program and faculty from the turn of the 20th century
- Requested information on former employees, students, and alums as part of family genealogy or regional history research

Reproduction Requests
The reproduction of items in the University Archives collections continues to be popular service, with requests originating across all patron groups. Highlights of these requests include:
- Over 100 assorted images for use in President David Finegold’s Inauguration presentation,
- Images for both Marketing & Communications and University Advancement relating to inauguration and 150th anniversary,
- Material on May Day celebrations for graduate student assignment.
- Records relating to Eden Hall Farm for an undergraduate student research project, and
- Images of Rachel Carson for use in a documentary by WITF, PBS affiliate in Harrisburg, PA.

Archives Collection Management
The management of archival collections includes the development of functioning policy documents, the administration of grant projects; efficient identification, collection, and cataloging of digital and analog records; and effective preservation. Activities that occurred during 2017-18 in each of these core functions are outlined below.
Updated Archives Policies & Procedures

- Created new Best Practice Guidelines for Records Destruction and Disposition to provide guidance for university staff engaged in the relocation and removal of property from campus.
- Researched and tested alternative methods of capturing reference statistics and launched new procedure aligned with best practice for measure of public services from archives.
- Updated Special Collections Development Policy.
- Initiated and implemented new policy and procedure for access to keys to Archives & Special collections to support collection security.

CIC Grant

Significant progress was made on the Council of Independent Colleges’ (CIC) Consortium on Digital Teaching and Research grant program (awarded in 2015) during 2017-18. Following proactive efforts to collect documentation of the construction of Eden Hall Campus through connection with the Mithun architecture firm Archivist, over 600 “Red-line” drawings documenting changes enacted on the job site were collected and added to the Eden Hall Campus Construction Collection. Additionally, discussion with the Mithun Archivist clarified Chatham’s undisputed copyright to the architectural drawings, as per the original Owner/Architect agreement.

Continuing with the efforts to broaden the use of the grant-funded software tools to ensure access to collection materials, several new collections were digitized, cataloged and updated, including:
- Edna McKee-Houston Scrapbook Collection (accessible here)
- Elizabeth Corey Wallis Scrapbook Collection (accessible here)
- Chatham University Commencement Program Collection (accessible here)
- Minor Bird Collection (accessible here)
- Chatham University Historical Film Collection (accessible here)
- Chatham University Historical Audio Collection (accessible here)
- Collection on Rachel Carson (accessible here)

Building upon the success of the collaboration with faculty from the Interior Architecture program, several new efforts were initiated to expand the use of these collection into the Chatham classroom. In the spring of 2018, the Archivist led an instruction session for students in Chatham’s Film & Digital Technology Master of Fine Arts class on Advanced Digital Production who then utilized material from Chatham’s historic film and audio collections for class assignments. Furthermore, the University Archives & Special Collections collaborated with faculty from Chatham’s creative writing program to create an internship position for an undergraduate student combining interest in library technology with historical publishing. Staff of Chatham’s Center for Regional Agriculture, Food, and Transformation (CRAFT) were engaged and encouraged to use the grant-funded software to ensure broad exposure and access to raw research material on regional food ways.

Throughout AY17-18, the use of Omeka was explored to create digital exhibits featuring material from the online collections and Shared Shelf Commons utilized to provide broad, public access to digitized material from the Snowdon Collection.

NEH Grants

Preservation Assistance for Smaller Organizations Grant

We received an award from the National Endowment for the Humanities (NEH) Preservation Assistance grant in 2015. During 17-18 the review of the final Preservation Assessment Report submitted to Chatham by Dyani Feige, Director of Preservation Services at the Center for Conservation of Art and Historic Artifacts, was completed and the final project report accomplished.

Of the collections care improvements identified, efforts were made to include the proposal of a part-time staff position to support the work of the archives and to enable the Archivist to complete higher-level
Digital Projects for the Public Discovery Grant
The Archives collaborated with Chatham's Center for Regional Agriculture, Food and Transformation (CRAFT) on a grant application for the NEH Digital Projects for the Public. This collaboration included both project planning, the designation of the University Archives as the repository for public access to CRAFT oral history material, and grant writing, including all portions describing the management, preservation, and access to materials in the University Archives. Award announcements are expected in December 2018.

Accession Management
Accession Management includes collection of records with long-term value to the Chatham community and documentation of materials accepted into the University Archives. Highlights of the Accession Management program during AY17-18 includes collection of records of the Department of Academic Affairs, “Red-Line” drawings documenting the construction of Eden Hall Campus, the capture of the web-based course catalog, and the first deposits into the Chatham University Student Films Collection. Significant collections include:
- Over one terabyte of event videos documenting campus events including the 2018 commencement ceremony, the Physician's Assistant 20th Anniversary celebration, and a variety of campus programs,
- Two linear feet of documents and artifacts from the Thompson House which can be used for an exhibit about the family history,
- Approximately 10 linear feet of records from Academic Affairs,
- Over 30 oral history recordings, license agreements, and interview transcripts from Chatham CRAFT,
- Collection of congratulatory letters addressed to Dr. David Finegold on the occasion of his inauguration at Chatham President,
- 160 “Red-Line” Architectural Drawings documenting changes made to Eden Hall buildings during the course of construction;
- Small collection of photographs of PCW campus and students uncovered at a local, second-hand store; and
- Assorted small donations by retiring faculty and members of the alumni community.

The capture of the university’s web-based course catalog, ensured both compliance with Middle States accreditation requirements and long-term access to these born-digital permanent records. To accurately capture the AY 17-18 catalog, multiple web crawls were performed, several different crawl strategies were tested, and multiple training webinars on the efficient use of web-based records capture were attended. Collaboration with the Director of Assessment & Institutional Effectiveness ensured that the timing of crawls was coordinated so as to ensure accessioning of the official, authentic university catalog.

In conjunction with efforts to encourage classroom use of materials in the University Archives, the Student Films Collection was created, which contains digital films created by Chatham students utilizing material in the archival collections. The collection currently contains two films and future deposits are expected as classroom engagement continues.

In 17-18, new procedures that streamline collection accessioning were created. While this project is continuing to AY18-19, the initial framework, which include assigning collection numbers, obtaining a Deed of Gift, and communicating with Donor, is in place.

Despite successful efforts to ensure that records of long-term historical value to the university are transferred to the University Archives, the lack of staffing resources significantly hinders efforts to make recently accessioned material accessible and preserved. Materials accessioned in 16-17, which includes records from the Office of the President during the Barazzone tenure, historical documents from the
Business Office, approximately 25 linear feet of records documenting the activities of the Board of Trustees and the Office of the President, and more, have remained unprocessed and inaccessible.

**Preservation Management**

Selected materials from the audio-visual collections in the University Archives underwent digital reformatting during AY17-18 through an outside, third-party vendor. Prioritized on deteriorating, obsolete media formats, these 65 items were at high-risk of becoming entirely inaccessible and permanently lost. Digitized files, including uncompressed master versions, are now integrated into the University Archives’ preservation program and patrons can access these without causing catastrophic damage to originals. Among the audio-visual items preserved, highlights include:

- film footage of Secretary of Defense Robert McNamara’s 1966 Chatham Commencement speech (including footage of protests surrounding his appearance),
- film footage of the 1936 Pennsylvania College for Women Commencement,
- audio recordings of Chatham Student Government, campus events, and choir from the 1970s and more.

Monitoring of the storage environment for digital and analog collections in Archives & Special Collections continues. After requiring three increases to the campus server storage allotment in AY16-17, server storage capacity was increased significantly (to 1 TB) and the use of Amazon Glacier to alleviate strain induced by large preservation master files continues. By the end of AY17-18, over 3.3 TBs of digital archival content is being stored on Amazon Glacier.

Based on patron interest, the Archivist researched strategies and methods to preserve student yearbooks that were distributed on optical discs and requiring use of an obsolete, proprietary software. Through collaboration with colleagues at the University of Pittsburgh, strategies for the preservation and access to these records have been outlined and implementation is ongoing.

Temperature and humidity in storage areas were monitored continuously and revealed wide fluctuations in humidity that put collections at high risk of deterioration. In an effort to address these environmental conditions, an additional humidifier was purchased, and its use provided some beneficial effect.

**Access & Outreach**

Chatham University Archives continues to utilize proven methods of connecting with patrons while also engaging new audiences through an active outreach program. These activities include exhibitions to promote awareness and use of the collections, collection cataloging and the creation of online access tools, and engagement across the patron community to meet the needs of a wide variety of collection users. Of particular note among the outreach activities of AY17-18 are the exhibit created for the inauguration of Dr. David Finegold, a follow-up exhibit in the Women’s Institute lounge, and the exhibition presented at Heinz Hall to coincide with a performance of Silent Spring. (See Appendix C for images)

In the fall of 2017, Archives & Special Collections staff created an exhibition titled “Chatham Leadership: A Presidential Timeline” in the lobby of the JKM Library. The exhibit, which focused on the individuals who had served as president of the university, included artifact display, a media slideshow, and an extended blog post to engage community members unable to visit the exhibit on-site. Drawing marked interest by JKM library patrons, the exhibit and the stories it presented were a prominent feature of Dr. Finegold’s inauguration speech. An article about the exhibit was featured in the WPWVC/ACRL Chapter Newsletter.

Continuing the success of the exhibit about past presidents, a new exhibit focusing on Chatham’s president from 1922-1933, Cora Helen Coolidge was created. This exhibit, which remained on view in the Women’s Institute Lounge through AY18-19, reveals Coolidge’s role in the creation of the nation’s first collegiate social work program in 1909 and her wartime efforts with the Red Cross. The exhibit was accompanied by a short piece in the Alumni Recorder (Winter 2018), and an article about the exhibit was published in the Fitchburg, Massachusetts Historical Society Newsletter (Cora Helen Coolidge’s home
town). The JKM Library blog post about the exhibit was featured among the exhibits on the Historic Pittsburgh website.

Broadening the reach of the Chatham University Archives, an exhibit titled *Nature & Nurture: the Rachel Carson Legacy in Pittsburgh*, was mounted at the Heinz Hall for the Performing Arts in the spring of 2017 to focus on the connection between Chatham and Rachel Carson. The exhibit was mounted in advance of the Pittsburgh Symphony’s performance of Steven Stucky’s *Silent Spring*, a symphonic poem inspired by Carson’s writing and commemorating the 50th anniversary of the *Silent Spring* publication. Featuring artifacts from the Collection on Rachel Carson, the exhibit consisted of two artifact displays, two large display posters, and a two-page spread in the concert program. It was accompanied by a social media campaign created in coordination with the Pittsburgh Symphony, a JKM Library blog post, and a callout in the Alumni Recorder (Winter 2018). An article about the exhibit was published in the *Mid-Atlantic Archivist*. (Images from these exhibits can be found in Appendix C)

Additional exhibits in the JKM Library and around campus intended to raise awareness of the resources available through the Archives & Special Collections include:

- **A Room with a View to Chatham History**, which presented brief biographies and documents related to individuals honored with a named room in the JKM Library. Materials were presented in the McGuire, Dysart, Elliot, Foltin, and Davis rooms and a media slideshow in the JKM Library lobby. An accompanying article was published on the library blog and in the library newsletter.

- Media displays of recently digitized film footage presented during AY17-18 included films “A Sport for Every Girl” and “This is Chatham.”

- The Archivist assisted with arrangements to display in Mellon Hall a print from the records of the Olmsted Archives Collection at the Fredrick Law Olmsted National Historic Site and participated in the creation of a film about the history of Eden Hall Farm.

- The University Archives & Special Collections presented collection materials at the Historic Pittsburgh Fair, which was held at the main branch of the Carnegie Library and provided the public with an opportunity to learn about resources at local repositories.

As part of the ongoing activities to provide greater access to collection materials, eleven finding aids for newly processed collections were made available through Archon, the Chatham Archives collection management and discovery system. These collections document Chatham alumnae, student organizations, and campus events. Finding aids for an additional six audio collections were also entered into Archon and are in the process of being made publicly accessible. Collection inventories and finding aids were created for five additional, previously unprocessed collections including: the Chatham Handbook Collection, the Rachel Carson Institute Records, and the Marketing Department Records. Additionally, the finding aid for the Collection on Rachel Carson, the Archives & Special Collections most prominent collection, was revised and published.

The University Archives collaborated with faculty from the English Department to establish a new internship focused on enhancing online access to the *Minor Bird* Collection. Following the creation of an internship job description, an applicant was selected and trained. The internship, which focused on digitizing and providing access to archival issues of the *Minor Bird* literary magazine, continued into AY18-19.

Archives & Special Collections initiated an exploration of engagement with the PADigital library collection, an online tool through which Chatham collections can be delivered to new, primarily public library-based, patrons. Alongside regular contributions to the JKM Library social media outreach, including regular Throwback Thursday and blog posts, the Archives and Special Collections continues to promote awareness and use of collections.

**Chatham University on Internet Archive**
The Chatham University Internet Archive collection includes digitized yearbooks, course catalogs, student newspapers, the alumni magazine, and alumni directories. Issues of the Alumnae Recorder and issues of the student newspaper from the 1930s and 1940s are the most popular for download.

Despite fairly stable rates of access over the past three years, Archives & Special Collections is exploring options to stem an overall decline in the number of users accessing material from the Chatham University Archives on the Internet Archives. These options include a redesign of the Chatham University Archives website and directing from other content hubs, like ArstorPublic, PA Digital, and ArchivesGrid.

**Chatham University Image Collection for Historic Pittsburgh Project**

Archival collections published to Historic Pittsburgh chronicle Chatham students, faculty, and community through photographic depictions of academics, events, student life, and social activities occurring throughout the university’s history. Our goal in this online partnership is to create a resource for students, faculty, alumni, and other interested parties to learn more about Chatham’s history, to connect the history of Chatham to the history of the region, and to reach new audiences. An important venue for engaging online patrons with materials in the Chatham University Archives, Historic Pittsburgh presents materials from the Chatham University Archives alongside materials from larger, local archival repositories. Of the 1960 patrons who viewed material from the Chatham Archives on Historic Pittsburgh, 1489 were new patrons.
Collections published to Historic Pittsburgh include: the Chronological Photograph Files Collection, the May Day Collection, the Shadyside Campus Lantern Slide Collection, and the Collection on Rachel Carson. The Chronological Photograph Files Collection remained Chatham’s most popular collection on Historic Pittsburgh, generating 82% of the total page views. These collections can be viewed at: http://historicpittsburgh.org/.

During AY17-18, the content published on the Historic Pittsburgh website was migrated to a new, updated platform that had been in development since 2013. The Archivist attended planning meetings, participated in several website interface refinements, and actively notified Historic Pittsburgh colleagues about errors and glitches to the system. Since July 2017, the Archivist has been working with staff members at Pitt’s Digital Resource Library to add Chatham finding aids to the HP website. This work is continuing into AY18-19.

**Facebook & Instagram**
Archives and Special Collections contributed content for the Jennie King Mellon Library Facebook page and Instagram on a weekly basis, as an effort to connect to the #Throwback Thursday social media trend. These posts are quite popular and constitute 28% of all Facebook posts and 21% Instagram posts.

**Library Blog**
Archives created five posts for the JKM Library blog during AY17-18. Four of these posts expanded upon exhibits on view on Campus and in the community. One post coincided with the JKM celebration of Indigenous Heritage Month.

**Special Collections Projects**
Special Collections consists of several distinct collections: The Pennsylvania History Collection, the Catherine R. Miller Collection, the Wray Collection, the Snowdon Mesoamerican Collection, and a small collection of rare and fragile books.

During AY17-18, the majority of available resources in Archives & Special Collections were dedicated to the needs of the archival collections. While several Special Collections-focused projects are ongoing, resources were not allocated to these collections in a marked way.

**Special Collections Access & Outreach**
Following the digitization and cataloging of images from the Ruth Snowdon Collection in AY16-17, the Archivist provided access to the digital collection to campus users. In AY17-18, University Archives & Special Collections extended access to the collection to public audiences.

**Special Collections Inventory**
Since AY15-16, Archives & Special Collections has been working towards the completion of an inventory project on Special Collections. This work has included the creation of a new position description for a Pitt MLIS Field Placement position focusing on inventorying and cataloging Special Collections. The suspensions of new admissions to the Pitt MLIS program and the lack of applicants have prevented any progress in this area during AY17-18.

**Technical services**
-Prepared by Dan Nolting, Head of Technical Services

**Library Systems:** Servers, Webpages, Data

**Koha**
The new library management system, Koha, went live on July 31st, 2017, just as planned. The expired Innovative Interfaces Inc.’s Millennium software and physical server (hosted on-campus while requiring daily physical tape back-ups) was replaced with Koha’s “free” open source software and Bywater’s online “cloud” hosting (with automated backups and 24/7 tech support). This new system, just like the old system, handles all library bibliographic transactions (circulation, reserves, print serials, cataloging and web interactivity), but is powered by a more austere MARC framework and SQL data structure, not as extensively loaded with unnecessary extras as the old system. The promise of saving time, money, physical wear-and-tear, as well as inter-office power-struggles, immediately became evident, albeit with a few adjustments during this inaugural year. Normal issues related to massive data migration and connection interoperability were dealt with head-on, and the fall 2017 classes were met with minimal disruption.

Some post-migration fixes are still being applied on a piecemeal basis, and will continue for years to come, but this is mostly for data that is unnoticeable in the public domain. External programs and interfaces, like E-ZBorrow, Relais, NCIP, EBSCO Discovery Service, OCLC ILLiad & WorldCAT and LDAP, have been adjusted where needed and operate without abnormal disruption.

The most visible change in the public sphere is the online catalog, which is an interactive live database allowing searching, renewal, immediate communication and external referencing for physical items (and their online counterparts) within the walls of the library. The catalog is “plugged-in” to the discovery layer (EBSCO EDS), WorldCAT (OCLC), and eventually could be accessible through common search engines such as Google and Bing (via BIBFRAME), but still stands as a necessary singular live check-point for
proprietary local data. These external plug-ins went through extensive follow-up and tweaking through the first few months of the new system, much like the behind-the-scenes staff circulation interfaces with its connectivity to E-ZBorrow, ILLiad, and LDAP.

The old staff interfaces have been manually uninstalled from about a dozen PCs, as the new staff interface is web-based and requires no additional hardware or software configurations. The physical server was also “cleaned-out” and repurposed to run free as a high-powered web-server.

**Coding & Metadata** – Frameworks for handling the data

EBSCO Discovery Service catalog data and ILLiad patron loads continue to be performed on a weekly basis, where data is converted and uploaded from the catalog and ITS exports, respectively. The ILLiad Patron loads have become much easier due to a macro that Tech Services has written that converts the data into the format that OCLC/ILLiad requires. Tech Services also assisted Access Services on numerous occasions, with E-ZBorrow troubleshooting codes and testing, on the patron as well as the staff-side interfaces.

Utilizing old circulation data from the former catalog, we created a report in the new catalog showing all items’ circulation history in the past 18 years, which can be used for current and future weeding projects.

As time permits, experiments continue with EDS API (for a future result screen in the discovery layer) as well as Python, SQL, and PHP.

**Facilities**

-Prepared by Kate Wenger, Head of Access Services

The Library spaces are used by a wide range of patrons for a variety of uses. Primarily our group study rooms are used for just that – study. However, they also are used for meetings and faculty holding office hours. The vestibule and porch provide excellent spots for bake sales or to share information. We encourage folks to use the Library and aim to make it as inviting as possible. Below are detailed the time and uses of our space.

**Library Space Usage**

Individual and group study rooms continue to be a popular service offered by the library. In 2013-14, we added room 204 and then in 2015-16, we added 4 more rooms to accommodate the growing demand for space from students, faculty, staff, and classroom reservations.

**Group Study Room Use in Hours**

The graph below shows the use of our groups study rooms over the past 11 years. There was a 10.4% decrease in the number of hours reserved for group rooms in 2017-18.
The graph below shows the relative popularity of the rooms over the past 9 years. Our least popular room is the windowless 309B although it did grow in popularity this past year, exceeding the usage of rooms 201 and 202. Unsurprisingly, 303 and 309A are our most popular with their lovely views of the Oakland skyline and the quad, wheeled chairs, and whiteboards (as opposed to chalkboards). Because the chalkboards in 201, 202, and 204 are in poor shape, it is unsurprising that usage decreased for those rooms. Despite its chalkboard, room 204 still sees a fair bit of use, probably for its smaller size and comfortable seating.
The room that houses the Brown Collection (RHBC) was first made available in the 2010-2011 academic year. The chart below shows the annual usage of this room in hours since its inception.

While usage was up almost 10 hours over the previous year, this is still incredibly low use. Additionally, the room only saw as much use as it did because space in the main special collections room was occupied by other materials. Because the Brown Collection room houses unprotected special collections materials, it is only available for use by appointment for staff and faculty. Students cannot use it without a faculty or staff member present. A much-needed solution would be to add locked glass covers to all the display shelving to protect the items while allowing the room to experience less restricted use.

**Lobby and Art Wall Usage**

We track the number of hours the library lobby, vestibule, and porch are used for events, and the number of days the lobby and art wall are used for displays as well as ongoing fundraisers and collections.

**Lobby, Vestibule, & Porch Use in Hours**

The library lobby, vestibule, and porch usage in hours decreased by 29% from the previous academic year. The most notable uses this year were the ever-popular Edible Books event and multiple Accepted Students Days.

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>Total Hours 17-18</th>
<th>Total Hours 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobby</td>
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<td>0</td>
<td>0</td>
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<td>12</td>
<td>7</td>
<td>7</td>
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</tr>
<tr>
<td>Vestibule</td>
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<td>0</td>
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<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td>6.5</td>
<td>0</td>
<td>28.5</td>
<td>35</td>
</tr>
<tr>
<td>Porch</td>
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<td>0</td>
<td>20</td>
<td>14</td>
<td>15.5</td>
<td>7</td>
<td>66.5</td>
<td>93.5</td>
</tr>
</tbody>
</table>

**Art Wall Use in Days**
The use of the art wall increased by 165% due to the display of Greg Galford’s batiks for most of the year.

**Library Staff**

**Jill Ausel, Library Director**

Professional Development

- Viewed webinars on JStor’s Demand Driven Acquisitions program and library assessment

Membership and Committee Work

- Member of American Library Association and Association of College and Research Libraries
- Member of Western PA West Virginia Chapter/ACRL

**Jocelyn Codner: Reference and Outreach Librarian**

Professional Development

- Presented “Virtual Discover” at the Emerging Trends in Libraries Confluence (SWPaLA) in August 2017
- Presented interactive presentation “Virtual Discover” at the Pennsylvania Library
  - Association’s (PaLA) annual conference in October 2017
- Read articles and books about relevant topics such as library marketing and digital humanities in academic libraries
- Viewed many webinars on a variety of topics such as *How to Think (and Act) Like a UX Librarian, Instruction and Outreach for Diverse Populations: International Students, Developing Good Privacy Policies: and Incorporating Them into Staff Training, Open Athens: Moving Beyond IP Authentication the New Frontier in Single Sign-On, and Reading and Engaging with Existing Digital Humanities Projects*

Membership and Committee Work

- Member of the American Library Association
- Member of the Pennsylvania Library Association (PaLA)
- Member of the PaLA Forward Website Committee
- Member of the PaLA Website Committee

Service

Volunteered as a blog contributor for the Pennsylvania Library Association’s Youth Services Division submitting two blogs titled “Virtual Discover at Carnegie Library of Pittsburgh” which detailed her pilot virtual reality program and “Resume Writing from Scratch: Guiding teens through their first resume experience” which guided people working with teens through helping them write their first resume

Continued her work as a Geek Girl Brunch Pittsburgh Chapter founding officer for the third consecutive year, which entailed organizing large and small events, working with local restaurants and vendors, and communicating with their 600+ membership via
social media and in person.

**Dana Mastroianni, Reference and Electronic Resources Librarian**  
**Professional Development**  
Attended the Pennsylvania Library Association’s Spring Workshop at Shippensburg University on Open Educational Resources and the Pennsylvania Academic Library Consortium’s (PALCI) grant funded statewide initiative on textbook affordability. As a result of the workshop, the library has become a campus partner for PALCI’s Affordable Learning PA Initiative with Dana being the campus liaison. This volunteer position requires a two-year commitment to attend Affordable Learning PA training, program, and strategy meetings, travel to local workshops, organizing and conducting OER training for faculty, librarians, and staff, and serving on an Affordable Learning PA working group.

**Membership and Committee Work**  
Member WPWVC/ARCL

**Service**  
Member of University Program Committee

**Dan Nolting, Head of Technical Services**  
**Professional Development**  
- Attended Open Athens webinar

**Service**  
- Graduate Programs Committee

**Molly Tighe, Archivist and Public Services Librarian**  
**Professional Development**  
- Council of Independent Colleges, Consortium on Digital Resources for Teaching and Research, Member  
  - Attended the annual meeting and discussed opportunities for collections use among members  
  - Presented a poster titled “Digitization Successes at Chatham University Archives & Special Collections” to the Consortia membership

- Submitted a successful application to attend the inaugural “Carpe Media: Media Training for Archivists” at the SAA conference in 2018

**Membership and Committee work**  
- Member-at-Large for the Mid-Atlantic Regional Archives Conference (MARAC)  
  - Elected by the MARAC membership to serve a three-year term as a voting member of the Steering Committee. Her term began April 22, 2017 and will extend until summer 2019  
  - Attended all four MARAC Steering Committee meetings  
  - Participated in a MARAC Strategic Planning retreat as well as the subsequent re-visioning process

- MARAC, Member  
  - Attended the Fall 2017 meeting and attended sessions focused on event-based collecting, visualization/mapping tools, and public engagement with cultural heritage  
  - Attended a pre-conference workshop on Project Management
Coordinated with MARAC PA Caucus chair to plan local lecture with the Director of the Rock ‘n’ Roll Hall of Fame Archives

Submitted a proposal for a conference presentation pertaining to the work of the CIC Consortium on Digital Resources for Teaching and Research

MARAC Diversity & Inclusion Coordinator
- Appointed as Diversity & Inclusion Coordinator by the MARAC Chair, led a Town Hall discussion of the report of the Task Force on Diversity & Inclusion, and co-authored an article for the *Mid-Atlantic Archivist*
- Contributed a post about gender pronouns for the Spring 2018 MARAC conference blog

Historic Pittsburgh, Contributor and Collaborator
- Presented selections from collections of the Chatham Archives & Special Collections to a public audience as part of Historic Pittsburgh Fair at Carnegie Library
- Met with Historic Pittsburgh collaborators and contributed regularly to community discussion

Alliance for Response, Member
- Attended one meeting, which reviewed sessions from the Spring 2018 MARAC meeting

Service
Molly serves the larger archives community in a variety of ways. She has been interviewed by students interested in her work as an archivist and has connected local non-profits with opportunities to engage with MLIS graduate students.

An active member of the Chatham community, Molly contributed to the Relay for Life, Day of Giving, and Student Affairs fundraisers and volunteered for Inauguration Day service. She attended the annual holiday party, the Inauguration Tea party, Closing Convocation, the Employee Recognition Breakfast, and campus lectures by local librarians, mindfulness researchers, and historians. She submitted an entry for the Edible Books Festival, contributed content for the staff & faculty newsletter, and served on the Inauguration Committee and the 150th anniversary committee

Kate Wenger, Head of Access Services

Professional Development
- Over the 2017-18 year, viewed 26 webinars covering topics such as Koha upgrades, leadership/management, assessment, circulation and resource sharing, and training for several library tools.
- Attended E-ZBorrow Practitioner’s Meeting, August 2017
- Attended PALCI Members Meeting, June 2018

Membership and Committee Work
- Served as Past-President of the WPWVC-ACRL for the 2017-18 year.
- Was nominated for and elected to a position on the PALCI E-ZBorrow Advisory Council. She will serve from 7/2018 – 6/2021.

Service
• Serves as an active member of the Assessment Committee. Created the PowerPoint for and presented her subcommittee’s summary of the results of the General Education Rubric at the November Assessment Committee meeting and, with Cindy Kerr, at the December All Faculty Meeting. Reviewed 12 departmental assessment reports.

Reference Associates
Five part-time Reference Associates: Andrea Georgic, Amy Melnyk, Terra Merkey, Ricky Williams and Ryan Woodward primarily staff the library during the late evening and weekend hours. However, they also perform other tasks. They put up exhibits, participated in the ongoing circulating collection weeding project, and create LibGuides on special topics.

Technical Services Assistant
Part-time Technical Services Assistant Kim Foflygen was instrumental in Koha training and testing, and has taken over the duties for Kate Wenger of handling the student publication checklist. She also began helping to supervise the student workers with copy cataloging and processing duties, all the while continuing to handle all print serials check-in & claims, current-to-bound serials transfers, book repairs and global metadata clean-up projects as-needed.

She also attended the following online webinars:

- Feminist Reference Desk Panel Discussion
- Developing Good Privacy Policies: and Incorporating Them into Staff Training
- LLAMA Project Management: Tips, Tools & Tricks for Any Type or Size of Library
- Library of Congress BIBFRAME Pilot: Phase Two
- Academic Librarians and Low Morale Development
  o http://gla.georgialibraries.org/events_carterette_archive.htm
- C&CS Accessibility Awareness and Technologies
- Experimenting with Controlled Vocabulary: Using the Cataloging Lab to Shape LCSH
- Engaging Students Through Images: Visual Literacy as Active Learning in Library Instruction
  o https://gla.georgialibraries.org/carterette-series-webinars-archives/
- Cataloging Judaica: Diving into History
- Know & Go: The Dark Web

Access Services Assistant
Mikayla Wobrak, Access Services Assistant
This position, added in January 2017, is responsible for processing ILLiad requests and course reserves, compiles statistics, bills other libraries for lost books, and mediates McGuire room requests. It also serves as backup for troubleshooting assistance for the Library Access Services Aides. In 2017-2018, Mikayla completed the following projects and tasks beyond her regular duties:

- Trained new Graduate Resource Sharing Associate, Ryan King
- Created monthly curriculum collection displays
- Viewed many Atlas training videos to increase her understanding of the ILLiad software
- Modified and added standard ILLiad emails to increase clarity for and helpfulness to patrons
- Researched weeding criteria for science collections in academic libraries

Work Study Students
Library Access Services Aides
These student workers work many of the hours the library is open and provide back up to the librarian at the reference desk. This is particularly important for the lone librarian working in the evenings and on the weekends. To best ensure that coverage is available during these times we rarely double up the staff at the circulation desk. These students answer questions, check items in and out, shelve books, perform stacks maintenance, complete all E-ZBorrow processing, and
many other duties. It is because of our student workers and their dedication to the success of the library that we can provide high service levels in both access services and resource sharing.

**Graduate Resource Sharing Assistant**
This graduate student assists with resource sharing and ILLiad processing. In the 2017-18 year, this student also completed the following tasks:
- Updated, improved, and maintained ILLiad custom holdings to prioritize libraries that loan for free, that do not charge, and that usually fill requests.
- Combed through the OCLC Policies directory to add additional free libraries
- Read and summarized the Interlibrary Loan Practices Handbook to ensure that we are following all procedures as best as we can
- Reviewed signage around the library building and made suggestions for improvement

**Technical Services Student Workers**
- Physical processing of new and gift books
- Scheduled stacks search for missing items
- Minor Data cleanup
- Digital prep-work for media and repairs
- Labeling and Relabeling
- Minor repairs

**Archives Assistant**
Our Archives Assistant Student Worker assists in a variety of essential tasks in the University Archives including assistance with reference and research services, digitization and cataloging of historical photographs, and archival processing to reduce collection backlogs. This position provides critical support in a department managing increased patron service requests.

During AY17-18, the Archives Assistant Student Worker successfully processed archival collections, created finding aids, digitized and cataloged materials, and assisted with patron research. The Archives Assistant Student Worker graduated in May following two years as an assistant in the University Archives & Special Collections.

**Pitt Partners Archives Assistant**
Pitt Partners Archives Assistant assists in a variety of essential tasks in the University Archives, including those requiring paraprofessional level expertise in collections management tasks. The position is unpaid. The sudden resignation of the Pitt Partners Archives Assistant in AY17-18 resulted in a marked deficiency in departmental resources.

### Appendices

**Appendix A: Complete Pre- and Post-survey questions administered Spring 2018**

**Q. How useful do you think/was the library session for you?**

<table>
<thead>
<tr>
<th></th>
<th>Not useful</th>
<th>May be useful</th>
<th>Somewhat useful</th>
<th>Useful</th>
<th>Very useful</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>4 (3.96%)</td>
<td>11 (10.89%)</td>
<td>21 (20.79%)</td>
<td>44 (43.56%)</td>
<td>21 (20.79%)</td>
<td>101</td>
</tr>
<tr>
<td>Post</td>
<td>0</td>
<td>2 (3.03%)</td>
<td>7 (10.61%)</td>
<td>23 (34.85%)</td>
<td>34 (51.52%)</td>
<td>66</td>
</tr>
</tbody>
</table>
In the post-survey, there was a follow up question, “Why do you think the library session was or was not useful for you?”. Interestingly, the 63 out of 67 students commented. The majority of comments were positive and remarked on how the instruction session helped student locate subject specific resources as well as new tools of which they were not previously aware, however there were several comments stating that the information presented was repetitive from previous instruction in other classes.

Q. When searching databases, you can utilize search techniques to maximize relevant results without losing a research focus. Please indicate which one of the following techniques can be used to narrow or expand the numbers of search results.

Correct response percentage is reflected in the table below. The largest increase was in how many students learned that using “AND” narrows a search. While the correct response rates for understanding that truncation expands a search seemingly decreased, the majority of students answered incorrectly that it narrowed a search on both the pre- and post-surveys.

<table>
<thead>
<tr>
<th>AND</th>
<th>OR</th>
<th>Truncation</th>
<th>Quotation Marks</th>
<th>Field search of “Anywhere” or “All”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>42.4%</td>
<td>71.4%</td>
<td>32.6%</td>
<td>92.8%</td>
</tr>
<tr>
<td>Post</td>
<td>62.1%</td>
<td>68.7%</td>
<td>25.8%</td>
<td>96.8%</td>
</tr>
</tbody>
</table>

Q. How clearly do you understand your assignment?

<table>
<thead>
<tr>
<th>No idea</th>
<th>Know a little</th>
<th>Clear</th>
<th>Very Clear</th>
<th>Crystal Clear</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>5 (4.95%)</td>
<td>14 (13.86%)</td>
<td>47 (46.53%)</td>
<td>27 (26.73%)</td>
<td>8 (7.82%)</td>
</tr>
<tr>
<td>Post</td>
<td>1 (1.52%)</td>
<td>2 (3.03%)</td>
<td>20 (30.30%)</td>
<td>35 (54.03%)</td>
<td>8 (12.12%)</td>
</tr>
</tbody>
</table>

Q. How clear is your research topic in your mind?

<table>
<thead>
<tr>
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<th>Know a little</th>
<th>Clear</th>
<th>Very Clear</th>
<th>Crystal Clear</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>12 (11.88%)</td>
<td>30 (29.70%)</td>
<td>45 (44.55%)</td>
<td>9 (8.91%)</td>
<td>5 (4.95%)</td>
</tr>
<tr>
<td>Post</td>
<td>0</td>
<td>12 (18.46%)</td>
<td>18 (27.69%)</td>
<td>28 (43.08%)</td>
<td>7 (10.77%)</td>
</tr>
</tbody>
</table>

Q. How clearly do you know where you should look for information for your project?

<table>
<thead>
<tr>
<th>No idea</th>
<th>Know a little</th>
<th>Clear</th>
<th>Very Clear</th>
<th>Crystal Clear</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>4 (3.96%)</td>
<td>25 (24.75%)</td>
<td>41 (40.59%)</td>
<td>23 (22.77%)</td>
<td>8 (7.92%)</td>
</tr>
<tr>
<td>Post</td>
<td>0</td>
<td>1 (1.54%)</td>
<td>9 (13.85%)</td>
<td>36 (55.38%)</td>
<td>18 (27.69%)</td>
</tr>
</tbody>
</table>

Q. How clearly do you understand the library resources available for your assignment?

<table>
<thead>
<tr>
<th>No idea</th>
<th>Know a little</th>
<th>Clear</th>
<th>Very Clear</th>
<th>Crystal Clear</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>6 (6.00%)</td>
<td>32 (32%)</td>
<td>40 (40%)</td>
<td>15 (15%)</td>
<td>7 (7%)</td>
</tr>
<tr>
<td>Post</td>
<td>0</td>
<td>1 (1.54%)</td>
<td>9 (13.85%)</td>
<td>36 (55.38%)</td>
<td>19 (29.23%)</td>
</tr>
</tbody>
</table>

Q. When are you going to start your assignment?

The majority in both the pre- and post-tests responded that they had already started the assignment. Interestingly though, in the pre-test 22 students responded that they would start two weeks before the assignment was due, while only 10 responded the same way in the post test. Also in the pre-test, 30 responded that they would begin right after the library session while 5 responded the same way on the post.

<table>
<thead>
<tr>
<th>Two days before</th>
<th>One week before</th>
<th>Two weeks before</th>
<th>Right after session</th>
<th>Already have started</th>
<th>Total # of Responses</th>
</tr>
</thead>
</table>
Q. If you run into a problem with your research, who are you most likely to ask for help? (Likert scale question 1 the lowest possibility, 5 the highest possibility)
Librarians saw the largest net increase in this question. In the pre-test, the majority of responses fell between 2 and 4, in the post-test, there was a shift to an increased possibility of asking librarians for help. However, asking classmates for help still had a higher response rate than asking librarians, although the post-test responses overall saw a slight overall decrease. Professors remained the highest possibility for assistance.

<table>
<thead>
<tr>
<th>Professor</th>
<th>1 (1.00)</th>
<th>2 (5%)</th>
<th>3 (15%)</th>
<th>4 (24%)</th>
<th>5 (55%)</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>24</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>Post</td>
<td>1.52%</td>
<td>2 (3.03%)</td>
<td>6 (9.09%)</td>
<td>17 (25.76%)</td>
<td>40 (60.61%)</td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classmates</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>33</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td>Post</td>
<td>2 (3.03%)</td>
<td>4 (6.06%)</td>
<td>12 (18.18%)</td>
<td>24 (36.36%)</td>
<td>24 (36.36%)</td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Librarians</th>
<th>1 (13.86%)</th>
<th>2 (23.76%)</th>
<th>3 (21.78%)</th>
<th>4 (23.76%)</th>
<th>5 (16.83%)</th>
<th>Total # of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>14</td>
<td>24</td>
<td>22</td>
<td>24</td>
<td>17</td>
<td>101</td>
</tr>
<tr>
<td>Post</td>
<td>4 (6.15%)</td>
<td>6 (9.23%)</td>
<td>17 (26.15%)</td>
<td>17 (26.15%)</td>
<td>21 (32.31%)</td>
<td>65</td>
</tr>
</tbody>
</table>

Q. How confident are you that you will be able to successfully complete your assignment
Responses in the pre- and post-test did not change significantly, most were in the 4-5 range.

Q. How challenging is your assignment to you?
Responses in the pre- and post-test did not change significantly, most were in the 3-4 range.

Appendix B: Complete List of Rotating Library Displays

July 2017: Chatham Spring Events (Flat Panel Display)
This display featured information about a number of the spring events happening at Chatham.

July – Mid-September 2017: Summer Reading (Main Display)
This display highlighted the books included on the Chatham Summer Reading List. Featuring popular nonfiction as well as great literature, this list contains something for everyone! Selected by the Chatham University librarians, these books are suggested reading for incoming first year students.

July – October 2017: "Back to School!" (Curriculum Collection Display)
This display included detailed, larger-than-life copies of school supplies -- paper, pencil, Sharpie, glue stick, ruler. Books included in this display were popular children's/YA fiction as well as books often read in English classes.

August 2017: Romance and Historical Fiction (Vitrine Display)
This display included books and movies that closely fit the genres of romance, historical fiction, and everything in between as a way to highlight a variety of materials that patrons may enjoy but have yet to discover.

Mid-September 2017 – Mid-October 2017: Latinx Heritage Month (Main Display)
This display celebrated the history and contributions of Hispanic Americans. Materials highlighted in the display included history, biographies, literature and poetry. Selected images from the Ruth J. Snowdon
collection in our Special Collections were also featured as part of the display to highlight Mesoamerican
culture in the mid-20th century as well as indigenous Latinx accomplishments and monuments featured by
Snowdon herself through her work.

**September 2017:** Banned Books (Vitrine Display)
This display featured books included on the American Library Association’s list of Banned and
Challenged Books. Intended to encourage discussion of censorship, the materials included books from
classic literature, contemporary fiction, and young adult fiction, all of which have been banned or
challenged.

**September 2017 – June 2018:** Just Film Series (Flat Panel Display)
This display consisted of descriptive posters featuring the Just Film Series events that occur throughout
the academic year. Just Film Series features eight new documentaries about gender and intersectional
social justice issues, most screening for the first time in Pittsburgh. Sponsored by the Chatham University
Women’s Institute, Gwen’s Girls, the Women and Girls Foundation, the Women’s Law Project, and YWCA
Greater Pittsburgh.

**Mid-October 2017:** LGBTQIA+ History Month (Main Display)
This display explored and highlighted the history of lesbian, gay, bisexual, transgender and queer
Americans. Materials highlighted in the display included movies, history, non-fiction, and first-person
narratives. In addition to library materials, a timeline of significant LGBTQIA+ historical moments in
America was included as visuals to add an educational aspect to those viewing the display.

**October 2017 – December 2017:** Chatham Leadership: A Presidential Timeline (Vitrine Display)
This display was created by the Chatham University Archives & Special Collections and consisted of a
chronology and account of the remarkable Presidents and individuals who have shaped Chatham and
made it the institution it is today.

**October 2017 – December 2017:** Chatham Ghost Stories (Flat Panel)
Chatham University has several ghost stories and legends that have been included in pamphlets and
booklets throughout Chatham’s history. This display highlighted these stories and the primary sources
they appeared in.

**November 2017:** Native American Heritage Month (Main Display)
This month’s display highlighted Native American Heritage Month, which is celebrated every November.
Books from the collection included in the display were biographies, cultural and anthropological studies,
and novels. A stylized map charting which specific tribes lived in each area of Pennsylvania was also
included as a visual on the display to add an extra educational element.

**December 2017:** Clear This Display! (Main Display)
This display acted as an interactive student contest to encourage checkouts and reading over the winter
holiday. The display was packed with fun, educational, and interesting materials. Every item a student
checked out allowed them to enter the drawing for prizes. This display as a way to have fun, encourage
in-library traffic and checkouts, and connect with our patrons on social media and in person.

**December 2017:** Season’s Readings (Curriculum Collection Display)
This display consists of festive paper crafts of snowmen, snowflakes, holly leaves, and a pine tree and a
poster with the words “Season’s Readings” in script. The books displayed included various winter-themed
books as well as popular reads.

**January 2018:** MLK Day Display (Main Display)
This display celebrated the life and works of Nobel Peace Prize Winner Dr. Martin Luther King, Jr. It
featured books and DVDs about his life including biographies, his writings and speeches, and other
materials depicting life in the United States during the King years. It also highlighted the idea of “good
trouble” and activism with the aim of inspiring members of the Chatham community to get involved in
activism in ways big and small. To this end, materials about activism in general were also included in the display this year.

**January 2018:** Stay Sexy, Don’t Get Murdered (Vitrine Display)
The saying “Stay Sexy, Don’t Get Murdered” has become a bit of a battle cry and bonding device for young people, women in particular, due to the incredibly popular true crime podcast My Favorite Murder. This display featured popular true crime titles and thriller/mystery fiction novels. These reads are very popular, especially in the winter months.

**February 2018:** Valentine’s Day (Curriculum Collection Display)
This display centered diverse books featuring all different kinds of love, from familial love between parents/grandparents and children, romantic love, friendship/platonic love, and even the love of pets. The display featured paper hearts in a flowing, dynamic pattern as well as a hand-drawn picture of a girl reaching out to touch butterflies made of hearts

**February 2018:** Blind Date with a Book or Movie (Vitrine Display)
This display featured books and movies wrapped up in festive paper disguising the contents. Patrons were encouraged to select one at random for a “blind date”.

**February 2018:** National Girls and Women in Sports Day (Flat Panel)
This display includes information and materials surrounding the National Girls and Women in Sports Day holiday. Information included were: Title IX content, images from the University Archives and Special Collections, information of Chatham’s women’s sports teams, book lists including items from the JKM Library collection.

**February 2018 – Mid-February 2018:** Black History Month (Main Display)
This display featured books by a selection of black and African American male and female writers, as well as books about the history of black and African American people in America. The display visuals included images and biographies of notable black women from Pittsburgh to add an educational element.

**Mid-February – Mid-March 2018:** Women of Color HerStory Month (Main Display)
This display used the Black History Month display as a foundation. The Reference and Outreach Librarian removed items discussing men of color and broader black history materials and filled in the gaps with items about black women and women of color. The visuals featuring notable black women of Pittsburgh remained, but added to it were additional images and biographies of other notable women of color from Pittsburgh to expand the educational element.

**March 2018:** Oscar Winners (Vitrine Display)
This display included Oscar-winning films in the JKM Library collection to prepare for the 89th Academy Awards.

**March 2018:** You’ll be Glad You “Red” These Books! (Curriculum Collection Display)
For this month's display, we went with a simple theme -- all of the books chosen had red covers. The display featured strings of red geometric shapes hung from the ceiling to create an eye-catching, interactive effect.

**Mid-March – April 2018:** Read ‘Em and Eat!: Edible Books (Main Display)
Created to promote and accompany our Edible Book Festival, this display featured books and DVDs about food and cooking.

**April 2018:** National Poetry Month (Main Display)
This display included various works of poetry.

**April 2018:** Yom HaShoah (Vitrine Display)
Yom HaShoah, Holocaust Remembrance Day, is an Israeli National Holiday observed around the world, and it is a time of remembrance and reflection on the millions of Jewish lives lost during the Holocaust. This display included items commemorating this history and the acts of resistance during this time.

**May 2018: Jewish American Heritage Month & Asian/Pacific Islander Heritage Month (Main Display)**
This display recognized both Jewish-American Heritage Month and Asian/Pacific Islander Heritage Month. Books and DVDs highlighted immigration, the lives, and the struggles of these ethnic groups in America.

**May 2018: Before They Were Musicals (Vitrine Display)**
This fun display leading up to the Tony Awards featured source materials for some of our favorite Broadway musicals and plays.

**May 2018: Mental Health Awareness Month (Interactive Display)**
In May we put up an interactive library display in the vestibule asking patrons how they were feeling on any given day during the month as a way to discuss mental health for Mental Health Awareness Month. Patrons could select the color sticker that best represented their mood at the moment (the colors were assigned general moods), and they could add the sticker to the column representing the current day of the week. Participants could add a sticker multiple times a day if their mood changed, and they were encouraged to participate as often through the month as they wanted. Responses were anonymous.

**June 2018: Summer Reading (Main Display)**
This display highlighted the books included on the Chatham Summer Reading List. Featuring popular nonfiction as well as great literature, this list contains something for everyone! Selected by the Chatham University librarians, these books are suggested reading for incoming first year students.

**June 2018: PRIDE! (Vitrine Display)**
Our vitrines were transformed into an explosive celebration of Pride Month in June. It included books and movies that feature LGBTQIA+ characters, history, and authors/actors/creators etc. In addition, the display was covered in identity flags that represent each different sexual and gender identity.

**June 2018: Asian and Pacific Heritage Month (Curriculum Collection Display)**
This display for Asian and Pacific American Heritage Month featured the flags of all the countries included in the Asian/Pacific region. The books chosen celebrated literature written by Asian and Pacific authors, as well as books feature characters and folk tales from the region.

**July 2018: Read for the Stars! (Curriculum Collection Display)**
In celebration of the month which honors both World UFO Day and Space Exploration Day, this display features exciting non-fiction books about space as well as science fiction related to space. Visuals include hand-drawn elements such as a space man set against a starry background with a wonderful Carl Sagan quote about imagination.

**Appendix C: Images**
jkmlibrary Did you know you can get books for class through E-ZBorrow?? Start requesting them now for Maymester so you'll be good and ready! E-ZBorrow link in bio 📚
jeause1 Aquaman!!
Your librarians are outside of Anderson with SO MANY BOOKS 📚📚📚
Come get personalized book recommendations and check out a fun read or throwback DVD to enjoy over #SpringBreak 🎥

#SpringBreakReads #PopUpLibrary #PopUp #LibraryBooks #LibrariesOfInstagram

15 likes
FEBRUARY 25

Log in to like or comment.

#1st Celebrating Black History Month with these photos from the Chatham University's @blackchahu in the 1980s. Officers and members of BSU in 1985 included Betty Clar, Tammy Washington, Gerthy Jean-Louis, Dominic Delacruz, Monique Edwards, Darlin Terrell, Yolanda Lake, Marla Jones, Sharyn Thompson, Terri Howard, Dionye Autleffren, and Lisa Everett. BSU continues to work towards a more inclusive and diverse campus to enrich the entire community.

18 likes
FEBRUARY 15

Log in to like or comment.
Happy #BookfaceFriday! This week's #bookface stars Matt Damon, best-selling author Andy Weir, and our Reference & Web Librarian Dana Mastroianni. Fun books like The Martian can be found on our Popular Reading display on the first floor. Grab one to relax with this weekend!

#TheMartian #LibraryBook #AcademicLibrary #BookWorm #SciFiReads #LibrariesOfInstagram #Bookstagram

bookfacemagazine REGRAMMED at @bookfacemagazine
FEatured in our fb page
THANKS @jkmlibrary for sharing this
#bookalicious #bookface😊

40 likes
NOVEMBER 10, 2017
Log in to like or comment.
Our #NativeAmericanHeritageMonth display is up! Visit the first floor of the library to check out an incredible selection of items this month. Not only do we have a wide variety of nonfiction titles, but we’re also featuring stunning novels, essays, short stories, memoirs, and poetry by Native and Indigenous authors. Don’t have a ton of time to read? Pick up a collection of Native folklore or some of Joy Harjo’s poetry! And don’t forget to take a listen to the corresponding Spotify playlist...this is a really good one (link in you-know-where).

#IndigenousHeritage #NativePeople #IndigenousPeopel #BookWorm #LibraryBooks #AcademicLibrary

21 likes

Log in to like or comment.
MENTAL HEALTH AWARENESS MONTH

Exhibits
Edible Books Event

Archives
Exhibit: Presidential Timeline
Chatham Leadership: A Presidential Timeline

The Chatham University Archives invites you to explore *Chatham Leadership: A Presidential Timeline*, a chronology and account of the remarkable individuals who have shaped Chatham and made it the institution it is today.

Founded in 1869 by Reverend William Trimble Beatty and supporters from the Shadyside Presbyterian Church, the Pennsylvania Female College actualized the growing sentiment of the times that women—and therefore society—benefited intellectually, socially, and morally from a liberal arts education that had commonly been limited to men.

Rather than offering courses in needlework, china painting, and English, as other women’s schools in Pittsburgh had throughout the 18th and 19th centuries, the Pennsylvania Female College offered courses in astronomy, chemistry, Greek, and other rigorous subjects that prepared women for professional careers.

Over the next 148 years, the school changed names, first to Pennsylvania College for Women then to Chatham College (now Chatham University), and welcomed generations of students, faculty, and leaders dedicated to creating a productive and conscientious society through liberal arts education. The 21st century brought the Falk School of Sustainability, Eden Hall Campus, undergraduate coeducation, and Chatham’s newest President, Dr. David Finegold.

The Chatham University Archives and the JKM Library congratulate Dr. Finegold on his inauguration as he joins a historic lineage of Chatham leaders.
Chatham Leadership: The Presidency of Cora Helen Coolidge

The Chatham University Archives invites you to explore Chatham Leadership: The Presidency of Cora Helen Coolidge, an exploration of the person whose ceaseless dedication to women’s education steered Chatham through one of its most tumultuous chapters.

Presented in conjunction with A Presidential Timeline at the JKM Library, this presentation aims to convey both the impact Coolidge had on Chatham as well as the profound and indelible impact she had on the lives of students from her era.

Additional records from President Coolidge’s life can be viewed on the JKM Library blog at www.blogs.chatham.edu/library and in the Chatham University Archives.
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Additional records from President Coolidge’s life can be viewed on the JKM Library blog at www.blogs.chatham.edu/library and in the Chatham University Archives.

Cora Helen Coolidge was born in 1866 in Waltham, Mass. to Eliza (née Pescell) and Frederick Spaulding Coolidge, who engaged her in discussion of philosophy, history, literature, and politics.

Cora attended Smith College, a private women’s liberal arts college located in Northampton, Mass., where she received a Bachelor of Laws. She also studied at the University of Chicago and University of Gottingen in Germany.

Coolidge’s father, Frederick Spaulding Coolidge, the first democratic congressman from Massachusetts.

Early Life & Family
Nature & Nurture: The Rachel Carson Legacy in Pittsburgh

The Carnegie Library of Pittsburgh's Special Collections is pleased to participate in the celebration of the Pittsburgh Symphony Orchestra's performance of Shostakovich's Silent Spring - a work composed in honor of the 50th anniversary of Rachel Carson's landmark publication. We invite the audience of the Pittsburgh Symphony Orchestra to explore highlights from our collections that document the environmental, personal, and political forces that shaped her life and legacy in the region.

Be sure to explore displays in the Grand Lobby and the Grand Lobby foyer.
Chatham University Archives
Presents Exhibit on Rachel Carson for Silent Spring Performance

The Chatham University Archives is honored to participate in the celebration of the Pittsburgh Symphony Orchestra’s performance of Tchaikovsky’s ‘Silent Spring’, a work composed in honor of the 50th anniversary of Rachel Carson’s seminal publication. As the alma mater of Carson, 24, Chatham University welcomes you to explore highlights from our collection in Nature & Nurture: The Rachel Carson Legacy in Pittsburgh.

Rachel Carson gained national fame in 1952 with the publication of The Sea Around Us, which won that year’s National Book Award. Her 1962 book, Silent Spring, which describes the detrimental effects of widespread pesticide use, helped spark the modern environmental movement. Carson's ability to translate science into accessible, poetic prose took root in the fields of her family’s eastern Pennsylvania farm and in the classrooms and labs of Chatham University.

Rachel, four years too young to help her mother, Maria, tending the vegetable and flower gardens, helped her with the household chores. At the time, the nature study movement taught that an understanding of the natural world could instill a “love of beauty” and encourage a child’s imaginative, emotional, and moral development. Weekly the famous author of the movement, Anna Comstock, visited the Carson home and Marietta home school educated with Rachel and her siblings. Rachel’s early writings attest to the influence of her mother and her deep respect for the wild creatures found in nature.

More tranquil times were ahead for the Carson family, however. Rachel’s parents met in the fall of 1915 at a social event in Carnegie, where her father was performing with the music quartet following their marriage. Maria suffered weekly seizures and visits from doctors. Her condition worsened to a fever, and her health declined. Despite frequent episodes of financial distress, the family endured a lifetime of hard work.

The Chatham University Archives welcomes the exploration of Nature & Nurture: The Rachel Carson Legacy in Pittsburgh on view now in the Grand Tier Lobby.

— Molly Tighte, Archivist & Public Services Librarian, Chatham University